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ABSTRACT

In the winter and spring of 1988, a graduate survey was conducted at Piedmont Virginia Community College (PVCC) to determine graduates' employment and education activities and the impact PVCC had on their further education or careers. Surveys were mailed to all 227 students who graduated from PVCC in 1986-87, requesting information on the jobs the graduates had obtained, the schools they were attending, their salaries and job satisfaction, and their evaluation of PVCC. Major findings, based on a 61.2% response rate, included the following: (1) over 60% of the respondents were employed in full-time jobs related to their field of study; (2) 56.6% of the employed graduates were satisfied with their current job, and an additional 27.4% were very satisfied; (3) the average annual salary of the respondents was $18,933, with a range between $1,702 and $50,000; (4) over 90% believed that PVCC provided them with "excellent" or "good" academic preparation for their jobs, and almost all felt that they were as well prepared or better prepared than other new employees in their fields; (5) 33 PVCC graduates had transferred to four-year colleges and most were in good academic standing at the time of the survey; and (6) 87.5% of the transfer students believed that PVCC provided "excellent" or "good" academic preparation for transfer. Appendixes provide the survey instrument and selected comments by respondents. (AJL)

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# FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

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PVCC Institutional Research Brief November 1988

## RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1986-1987* (PVCC Institutional Research Report No. 9-88, November 1988). Students graduating from PVCC in Summer Quarter 1986, Fall Quarter 1986, Winter Quarter 1987, and Spring Quarter 1987 were surveyed in the winter and spring of 1988 to determine what jobs they had obtained, which schools they were attending, how much they were paid, how satisfied they were, and what impact PVCC had upon their careers and education. Because of a fairly high survey response rate (61.2%), and because demographic and enrollment characteristics of survey respondents mirrored those of all graduates, findings can be reasonably assumed to be representative of all 1986-1987 graduates.

Major findings included:

1. Most 1986-1987 PVCC graduate survey respondents found meaningful and satisfying employment. Over 60% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Eighty-four percent were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs, and over 60% planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (22.7%), secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%).

3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was $18,933, and the median, or midpoint, salary was $18,500. The highest salary reported was $50,000 and the lowest $1,702. The distribution of salaries was fairly normal with nearly 80% of all respondents earning between $10,000 and $25,000. Males earned more than females, and older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (34.6%) or good (58.9%) academic preparation for jobs. Only 3.4% believed PVCC

(Continued on reverse side)

provided fair academic preparation, and only 2.8% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (49.5%) or equally (48.5%) prepared in comparison to other new employees within the same career fields. Only 2% felt they were not as well prepared.

6. More 1986-1987 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Nearly all of these were enrolled in the joint adult degree program between Mary Baldwin and PVCC. Two other institutions enrolled large numbers of survey respondents: the University of Virginia (24.2%) and James Madison University (15.2%). By far the most popular field of study at four-year institutions was business. Over 30% of the respondents attending four-year schools were enrolled in business programs.

7. Most 1986-1987 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.210. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (46.9%) academic preparation for transfer. None felt that PVCC provided poor preparation. Most respondents also believed they were better (40.7%) or equally (33.3%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that both colleges had equally strict grading practices, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

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# FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1986-1987

## INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other institutions of higher education, and the impact PVCC has had upon the career or educational progress of the graduates. The information is used to improve academic programs and college services.

This study reports the results of the twelfth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1986-1987 (those students graduating from PVCC in Summer Quarter 1986, Fall Quarter 1986, Winter Quarter 1987, and Spring Quarter 1987).

## METHODOLOGY

In terms of format and content, this year's report is similar to last year's. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

As was the case with 1985-1986 graduates, 1986-1987 graduates were surveyed twice. The first survey was conducted during graduation rehearsal. The major purpose of this survey was to obtain correct addresses for all graduates. Seven months after graduation, the graduates were sent the follow-up survey (see Appendix A). Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

## DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 227 graduates of the class of 1986-1987, 139 returned completed surveys for a response rate of 61.2%. This was less than the 70.5% response rate for 1985-1986 graduates but still represents a decent rate of return. Of course, some graduates received more than one award (associate degree or certificate). In all, 238 awards were given to these graduates, and the response rate by award was 60.9%.

As can be seen in Tables 1 and 2, the response rates by sex, race, age, residence, and academic program enrollment were for the most part consistent with the

overall response rate. Females were more likely to complete surveys than males, and college transfer graduates were more likely to complete surveys than occupational/technical graduates.[1]

Demographic and enrollment characteristics of survey respondents were in most cases the same as those of all graduates. In terms of sex, most graduates were female (60.8% of graduates and 70.5% of respondents), and in terms of race, most were white (89% of graduates and 89.2% of respondents). The mean age for graduates was 30, and the mean age for respondents was 31. Over one-third of the graduates were

TABLE 1: NUMBER OF 1986-1987 PVCC GRADUATES AND GRADUATE SURVEY RESPONDENTS BY DEMOGRAPHIC CHARACTERISTICS

| CATEGORY | ALL GRADUATES | SURVEY RESPONDENTS | RETURN PCT. |
|---|---|---|---|
| SEX | | | |
| Male | 89 | 41 | 46.1% |
| Female | 138 | 98 | 71.0% |
| RACE | | | |
| White | 202 | 124 | 61.4% |
| Black | 19 | 7 | 36.8% |
| Indian | 1 | 1 | 100.0% |
| Asian | 0 | 0 | 0.0% |
| Hispanic | 4 | 2 | 50.0% |
| Other | 1 | 1 | 100.0% |
| AGE | | | |
| Under 18 | 0 | 0 | 0.0% |
| 18-22 | 35 | 25 | 71.4% |
| 22-25 | 44 | 24 | 54.5% |
| 25-35 | 85 | 50 | 58.8% |
| 35-45 | 40 | 23 | 57.5% |
| 45-60 | 22 | 16 | 72.7% |
| 60 & Over | 1 | 1 | 100.0% |
| RESIDENCE | | | |
| Albemarle | -- | 46 | -- |
| Buckingham | -- | 6 | -- |
| Fluvanna | -- | 5 | -- |
| Greene | -- | 6 | -- |
| Louisa | -- | 8 | -- |
| Nelson | -- | 8 | -- |
| Charlottesville | -- | 37 | -- |
| TOTAL-IN-DISTRICT | -- | 116 | -- |
| Out-of-District | -- | 16 | -- |
| Out-of-State | -- | 1 | -- |
| TOTAL | 227 | 139 | 61.2% |

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS Graduate Booklet, 1986-1987. Note that data on residence were not available from the Graduate Booklet.

[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

between the ages of 25 and 35 (37.4% of graduates and 36% of respondents). The youngest graduate was 19 years old, and the oldest was 64. Both the youngest and oldest graduates responded to the survey.

TABLE 2: NUMBER OF 1986-1987 PVCC GRADUATE AWARDS AND GRADUATE SURVEY RESPONDENT AWARDS BY PROGRAM ENROLLMENT AND DEGREE

| PROGRAM | ALL GRADUATES | SURVEY RESPONDENTS | RETURN PCT. |
|---|---|---|---|
| Liberal Arts | 14 | 8 | 57.1% |
| Fine Arts | 5 | 4 | 80.0% |
| A.A. DEGREE | 19 | 12 | 63.2% |
| Business Administration | 24 | 16 | 66.7% |
| Education | 9 | 7 | 77.8% |
| General Studies | 23 | 16 | 69.6% |
| Science | 6 | 4 | 66.7% |
| A.S. DEGREE | 62 | 43 | 69.4% |
| Accounting | 6 | 4 | 66.7% |
| Computer Programming | 7 | 5 | 71.4% |
| Drafting & Design | 9 | 4 | 44.4% |
| Electronics | 8 | 4 | 50.0% |
| Management | 9 | 3 | 33.3% |
| Marketing | 2 | 0 | 0.0% |
| Nursing | 39 | 27 | 69.2% |
| Police Science | 9 | 4 | 44.4% |
| Respiratory Therapy | 9 | 4 | 44.4% |
| Science Laboratory | 1 | 1 | 100.0% |
| Secretarial Science | 6 | 5 | 83.3% |
| A.A.S. DEGREE | 105 | 61 | 58.1% |
| Arts & Crafts | 3 | 2 | 66.7% |
| Clerical Studies | 3 | 1 | 33.3% |
| Drafting | 3 | 3 | 100.0% |
| Electronics Servicing | 3 | 3 | 100.0% |
| Law Enforcement | 1 | 0 | 0.0% |
| Career Studies | 39 | 20 | 51.3% |
| CERTIFICATE | 52 | 29 | 55.8% |
| TOTAL | 238 | 145 | 60.9% |

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS Graduate Booklet, 1986-1987.

AAS degrees were received by nearly half of all graduates (44.1% of graduates and 42.1% of respondents). Over one-quarter received AS degrees (26.1% of graduates and 29.7% of respondents), and approximately one-fifth received certificates (21.8% of graduates and 20% of respondents). Less than 10% received AA degrees (8% of graduates and 8.3% of respondents).

The typical graduate attended PVCC for nearly 12 quarters before receiving his or her degree (11.5 for graduates and 11.9 for respondents). The minimum number of quarters in attendance by any graduate was one, and by any respondent three. The maximum number of quarters in attendance by any graduate or respondent was 34. Approximately half of all graduates attended at least one quarter at the college as full-time students (49.1% of graduates and 46% of respondents), but the proportion of full-time to part-time quarters was much lower. Eleven percent of the quarters attended by survey respondents, and 12.8% of the quarters attended by graduates, were full-time (twelve or more credit hours of course work).

Because of the fairly high response rate, and because the demographic and enrollment characteristics of the respondents mirror those of all graduates, the author of this report is confident that most information contained in this study is representative of all graduates of the class of 1986-1987.

## EMPLOYMENT

Over 60% of the 1986-1987 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1). Slightly over 7% were employed in full-time jobs unrelated to their study at the college, and nearly 13% were employed in part-time jobs. More of the part-time employees worked in jobs related to their study at PVCC than worked in jobs unrelated to their

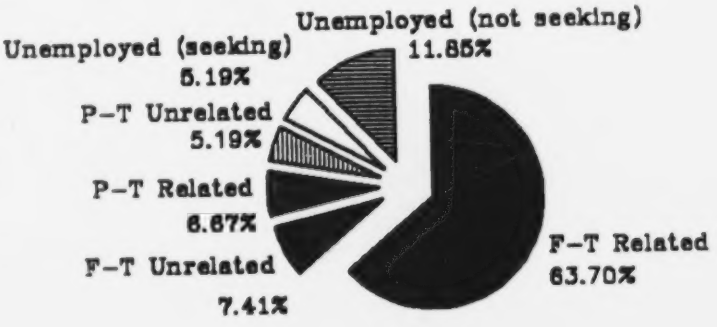



FIGURE 1: EMPLOYMENT STATUS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

study (6.7% of all respondents had part-time, related jobs and 5.2% had part-time, unrelated jobs).

Slightly under 20% of the survey respondents declared that they were unemployed, but most of these were not seeking jobs. Unemployed and not seeking employment were 11.8% of all respondents, and unemployed and seeking employment were 5.2% of all respondents. Those not seeking employment were typically full-time students, homemakers, or retired persons.

The average number of hours worked per week by respondents holding full-time jobs was 39.8. This average number was the same for respondents with full-time jobs both related and unrelated to their fields of study at PVCC. The average number of hours worked per week by respondents with part-time jobs was 17.4 for those with jobs related to their fields of study and 28 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. Please note that the total percentage figures in this table do not agree with those in Figure 1. The reason for this is that several respondents indicated their employment status but not their academic program; these respondents were excluded from Table 3.

**TABLE 3: EMPLOYMENT STATUS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE AND PROGRAM**

| PROGRAM | Employed Full-Time Related Field No. | Pct. | Employed Full-Time Unrelated Field No. | Pct. | Employed Part-Time Related Field No. | Pct. | Employed Part-Time Unrelated Field No. | Pct. | Not Employed Seeking Job No. | Pct. | Not Employed Not Seeking Job No. | Pct. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Liberal Arts | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 1 | 16.7% | 0 | 0.0% | 4 | 66.7% |
| Fine Arts | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 1 | 33.3% |
| A.A. DEGREE | 0 | 0.0% | 1 | 11.1% | 0 | 0.0% | 3 | 33.3% | 0 | 0.0% | 5 | 55.6% |
| Business Administration | 8 | 50.0% | 1 | 6.3% | 0 | 0.0% | 3 | 18.8% | 1 | 6.3% | 3 | 18.8% |
| Education | 0 | 0.0% | 1 | 14.3% | 1 | 14.3% | 1 | 14.3% | 1 | 14.3% | 3 | 42.9% |
| General Studies | 3 | 20.0% | 3 | 20.0% | 5 | 33.3% | 0 | 0.0% | 1 | 6.7% | 3 | 20.0% |
| Science | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% |
| A.S. DEGREE | 12 | 29.3% | 5 | 12.2% | 6 | 14.6% | 4 | 9.8% | 4 | 9.8% | 10 | 24.4% |
| Accounting | 2 | 50.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Programming | 4 | 80.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 20.0% | 0 | 0.0% |
| Drafting & Design | 3 | 75.0% | 0 | 0.0% | 0 | 0.0% | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Management | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% | 1 | 33.3% | 1 | 33.3% | 0 | 0.0% |
| Nursing | 25 | 92.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 2 | 7.4% |
| Police Science | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Respiratory Therapy | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Secretarial Science | 5 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| A.A.S. DEGREE | 51 | 85.0% | 1 | 1.7% | 2 | 3.3% | 2 | 3.3% | 2 | 3.3% | 2 | 3.3% |
| Arts & Crafts | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics Servicing | 4 | 80.0% | 1 | 20.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Career Studies (total) | 14 | 73.7% | 3 | 15.8% | 1 | 5.3% | 0 | 0.0% | 1 | 5.3% | 0 | 0.0% |
| Air Conditioning | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Business & Office | 8 | 72.7% | 1 | 9.1% | 1 | 9.1% | 0 | 0.0% | 1 | 9.1% | 0 | 0.0% |
| Child Care | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Management (Banking) | 5 | 83.3% | 1 | 16.7% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| CERTIFICATE | 19 | 73.1% | 4 | 15.4% | 2 | 7.7% | 0 | 0.0% | 1 | 3.8% | 0 | 0.0% |
| TOTAL | 82 | 60.3% | 11 | 8.1% | 10 | 7.4% | 9 | 6.6% | 7 | 5.1% | 17 | 12.5% |

Note that percentage figures are by row (program).

As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational-/technical respondents (AAS degree or certificate), and

TABLE 4: EMPLOYMENT STATUS OF PVCC GRADUATE SURVEY RESPONDENTS BY DEGREE

| YEAR/DEGREE | Employed Full-Time Related Field No. | Pct. | Employed Full-Time Unrelated Field No. | Pct. | Employed Part-Time Related Field No. | Pct. | Employed Part-Time Unrelated Field No. | Pct. | Not Employed Seeking Job No. | Pct. | Not Employed Not Seeking Job No. | Pct. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1979-1980 | | | | | | | | | | | | |
| AA/AS | 4 | 10.8% | 11 | 29.7% | 4 | 10.8% | 9 | 24.3% | 0 | 0.0% | 9 | 24.3% |
| AAS | 41 | 73.2% | 8 | 14.3% | 7 | 12.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Diploma/Certificate | 4 | 50.0% | 1 | 12.5% | 1 | 12.5% | 0 | 0.0% | 1 | 12.5% | 1 | 12.5% |
| TOTAL | 49 | 48.5% | 20 | 19.8% | 12 | 11.9% | 9 | 8.9% | 1 | 1.0% | 10 | 9.9% |
| 1980-1981 | | | | | | | | | | | | |
| AA/AS | 5 | 12.8% | 8 | 20.5% | 3 | 7.7% | 7 | 17.9% | 3 | 7.7% | 13 | 33.3% |
| AAS | 33 | 58.9% | 13 | 23.2% | 5 | 8.9% | 1 | 1.8% | 4 | 7.1% | 0 | 0.0% |
| Diploma/Certificate | 8 | 61.5% | 2 | 15.4% | 1 | 7.7% | 0 | 0.0% | 1 | 7.7% | 1 | 7.7% |
| TOTAL | 46 | 42.6% | 23 | 21.3% | 9 | 8.3% | 8 | 7.4% | 8 | 7.4% | 14 | 13.0% |
| 1981-1982 | | | | | | | | | | | | |
| AA/AS | 10 | 19.2% | 6 | 11.5% | 1 | 1.9% | 12 | 23.1% | 2 | 3.8% | 21 | 40.4% |
| AAS | 44 | 63.8% | 12 | 17.4% | 5 | 7.2% | 4 | 5.8% | 2 | 2.9% | 2 | 2.9% |
| Diploma/Certificate | 10 | 66.7% | 3 | 20.0% | 0 | 0.0% | 0 | 0.0% | 2 | 13.3% | 0 | 0.0% |
| TOTAL | 64 | 47.1% | 21 | 15.4% | 6 | 4.4% | 16 | 11.8% | 6 | 4.4% | 23 | 16.9% |
| 1982-1983 | | | | | | | | | | | | |
| AA/AS | 8 | 18.6% | 9 | 20.9% | 1 | 2.3% | 11 | 25.6% | 1 | 2.3% | 13 | 30.2% |
| AAS | 60 | 84.5% | 4 | 5.6% | 3 | 4.2% | 0 | 0.0% | 2 | 2.8% | 2 | 2.8% |
| Diploma/Certificate | 5 | 50.0% | 3 | 30.0% | 1 | 10.0% | 0 | 0.0% | 0 | 0.0% | 1 | 10.0% |
| TOTAL | 73 | 58.9% | 16 | 12.9% | 5 | 4.0% | 11 | 8.9% | 3 | 2.4% | 16 | 12.9% |
| 1983-1984 | (A follow-up survey was not conducted for the class of 1983-1984) | | | | | | | | | | | |
| 1984-1985 | | | | | | | | | | | | |
| AA/AS | 7 | 21.2% | 4 | 12.1% | 3 | 9.1% | 4 | 12.1% | 3 | 9.1% | 12 | 36.4% |
| AAS | 46 | 71.9% | 5 | 7.8% | 8 | 12.5% | 0 | 0.0% | 4 | 6.3% | 1 | 1.6% |
| Diploma/Certificate | 20 | 76.9% | 3 | 11.5% | 0 | 0.0% | 0 | 0.0% | 1 | 3.8% | 2 | 7.7% |
| TOTAL | 73 | 59.3% | 12 | 9.8% | 11 | 8.9% | 4 | 3.3% | 8 | 6.5% | 15 | 12.2% |
| 1985-1986 | | | | | | | | | | | | |
| AA/AS | 4 | 10.0% | 9 | 22.5% | 4 | 10.0% | 4 | 10.0% | 6 | 15.0% | 13 | 32.5% |
| AAS | 55 | 77.5% | 5 | 7.0% | 2 | 2.8% | 2 | 2.8% | 2 | 2.8% | 5 | 7.0% |
| Diploma/Certificate | 23 | 85.2% | 2 | 7.4% | 2 | 7.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| TOTAL | 82 | 59.4% | 16 | 11.6% | 8 | 5.8% | 6 | 4.3% | 8 | 5.8% | 18 | 13.0% |
| 1986-1987 | | | | | | | | | | | | |
| AA/AS | 12 | 24.0% | 6 | 12.0% | 6 | 12.0% | 7 | 14.0% | 4 | 8.0% | 15 | 30.0% |
| AAS | 51 | 85.0% | 1 | 1.7% | 2 | 3.3% | 2 | 3.3% | 2 | 3.3% | 2 | 3.3% |
| Diploma/Certificate | 19 | 73.1% | 4 | 15.4% | 2 | 7.7% | 0 | 0.0% | 1 | 3.8% | 0 | 0.0% |
| TOTAL | 82 | 60.3% | 11 | 8.1% | 10 | 7.4% | 9 | 6.6% | 7 | 5.1% | 17 | 12.5% |

Note that percentage figures are by row (award).

the unemployment much higher. This is because the purpose of all college transfer curricula is to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities.

The employment status of 1986-1987 graduates was similar to that of previous graduating classes.

As can be seen in Table 4, the percentage of respondents employed in full-time, related jobs was very similar to that of 1985-1986 graduates. During the past seven or eight years, the percentage of graduates in each category (full-time, related; full-time, unrelated; part-time, related; part-time, unrelated; unemployed, seeking

TABLE 5: EMPLOYMENT STATUS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

| JOB CATEGORY | Employed Full-Time Related Field | | Employed Full-Time Unrelated Field | | Employed Part-Time Related Field | | Employed Part-Time Unrelated Field | |
|---|---|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| Accountant | 4 | 66.7% | 0 | 0.0% | 2 | 33.3% | 0 | 0.0% |
| Artist | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Business Manager | 2 | 50.0% | 0 | 0.0% | 2 | 50.0% | 0 | 0.0% |
| Child Care Worker | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Programmer | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Construction Worker | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Data Entry Operator | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Draftsman | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Draftsman (Computer-Aided) | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics Worker | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Laboratory Technician | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% |
| Law Enforcement Official | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Nurse | 25 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Respiratory Technician | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Secretary | 11 | 68.8% | 3 | 18.8% | 1 | 6.3% | 1 | 6.3% |
| Systems Analyst | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Typist | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| OTHER | 19 | 57.6% | 6 | 18.2% | 3 | 9.1% | 5 | 15.2% |
| TOTAL | 84 | 76.4% | 10 | 9.1% | 9 | 8.2% | 7 | 6.4% |

Note that percentage figures are by row (job category).

employment; and unemployed, not seeking employment) has remained relatively stable.

The employment status of 1986-1987 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (76.4%). As was the case last year, more respondents were employed as nurses than as anything else (22.7%). Other jobs held by more than three respondents included secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%). Thirty-three respondents (30%) checked "OTHER" for job category. Respondents checking "OTHER" held such jobs as contracts administrator, radiography technician, bank teller supervisor, or applications specialist for Roentgen (x-ray) systems.

Twenty-eight survey respondents (24.1%) indicated they obtained their jobs before attending PVCC, 45 (38.8%) indicated they obtained their jobs while attending PVCC, and 43 (37.1%) indicated they obtained their jobs after graduating from PVCC. A much larger percentage of 1986-1987 college transfer respondents (AA/AS) obtained their jobs either while attending PVCC or after graduation than did previous graduating classes (see Table 6). The percentages of occupational/technical respondents obtaining their jobs before, during, or after PVCC were similar to those of previous graduating classes.

Thirty-six survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Two indicated they had obtained their jobs as a direct result of participation in Co-op. One was employed

as a computer operator, the other as a laboratory technician.

**TABLE 6: WHEN CURRENT JOBS WERE OBTAINED BY PVCC GRADUATE SURVEY RESPONDENTS**

| YEAR/DEGREE | Before attending PVCC No. | Pct. | While attending PVCC No. | Pct. | After attending PVCC No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | | | | | | |
| (AAS only) | 8 | 14.3% | 15 | 26.8% | 33 | 58.9% |
| 1980-1981 | | | | | | |
| (AAS only) | 17 | 34.0% | 8 | 16.0% | 25 | 50.0% |
| 1981-1982 | | | | | | |
| (AAS only) | 11 | 16.9% | 14 | 21.5% | 40 | 61.5% |
| 1982-1983 | | | | | | |
| (AAS only) | 16 | 22.2% | 17 | 23.6% | 39 | 54.2% |
| (A follow-up survey was not conducted for the class of 1983-1984) | | | | | | |
| 1984-1985 | | | | | | |
| AA/AS | 6 | 30.0% | 4 | 20.0% | 10 | 50.0% |
| AAS | 17 | 29.3% | 11 | 19.0% | 30 | 51.7% |
| Diploma/Certificate | 10 | 90.9% | 1 | 9.1% | 0 | 0.0% |
| TOTAL | 33 | 37.1% | 16 | 18.0% | 40 | 44.9% |
| 1985-1986 | | | | | | |
| AA/AS | 10 | 45.5% | 5 | 22.7% | 7 | 31.8% |
| AAS | 9 | 13.4% | 26 | 38.8% | 32 | 47.8% |
| Diploma/Certificate | 17 | 58.6% | 6 | 20.7% | 6 | 20.7% |
| TOTAL | 36 | 30.5% | 37 | 31.4% | 45 | 38.1% |
| 1986-1987 | | | | | | |
| AA/AS | 4 | 13.3% | 12 | 40.0% | 14 | 46.7% |
| AAS | 7 | 12.1% | 24 | 41.4% | 27 | 46.6% |
| Diploma/Certificate | 17 | 60.7% | 9 | 32.1% | 2 | 7.1% |
| TOTAL | 28 | 24.1% | 45 | 38.8% | 43 | 37.1% |

Note that percentage figures are by row (award).

## JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of survey respondents was quite high (see Figure 2). Eighty-four percent of the respondents reported they were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs. Only four respondents (3.5%) indicated they were dissatisfied, and 14 indicated they were not very satisfied (12.4%).

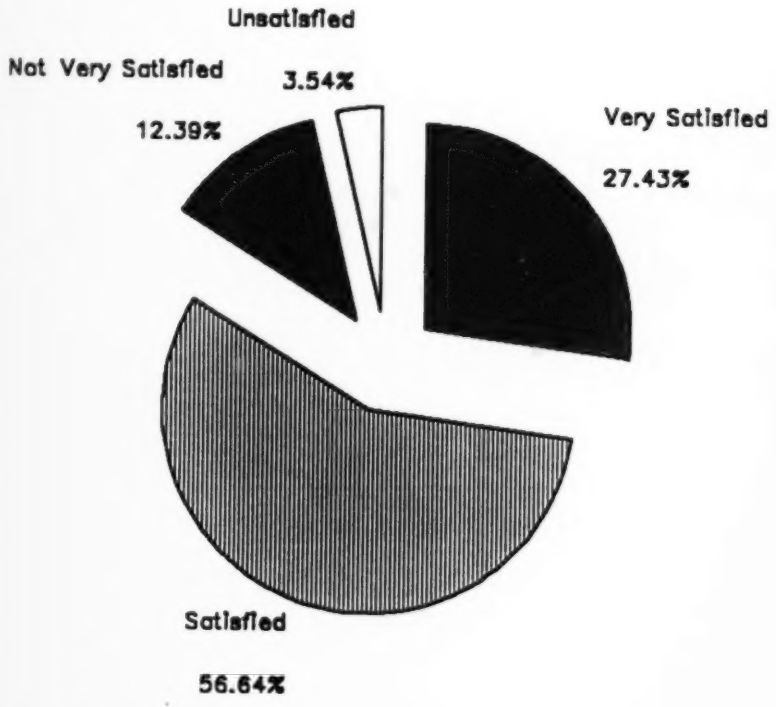



FIGURE 2: SATISFACTION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

The 1986-1987 graduate survey respondents were slightly less satisfied with their jobs than were respondents from previous PVCC graduating classes. Nearly twice as many 1986-1987 respondents were either not very satisfied or dissatisfied with their jobs

as were respondents from the two previous graduating classes. However, as can be seen in Table 7, overall percentages by category did not differ that much from previous graduating classes. In comparing 1986-1987 graduate respondents with 1985-1986 graduate respondents, the percentage who were very satisfied was slightly higher, the percentage of those satisfied was lower,

**TABLE 7:** SATISFACTION OF PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

| YEAR/DEGREE | Very Satisfied No. | Pct. | Satisfied No. | Pct. | Not Very Satisfied No. | Pct. | Dissatisfied No. | Pct. |
|---|---|---|---|---|---|---|---|---|
| 1979-1980 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 17 | 30.9% | 35 | 63.6% | 2 | 3.6% | 1 | 1.8% |
| Diploma/Certificate | 1 | 16.7% | 3 | 50.0% | 2 | 33.3% | 0 | 0.0% |
| TOTAL | 18 | 29.5% | 38 | 62.3% | 4 | 6.6% | 1 | 1.6% |
| 1980-1981 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 14 | 32.6% | 28 | 65.1% | 1 | 2.3% | 0 | 0.0% |
| Diploma/Certificate | 2 | 20.0% | 7 | 70.0% | 1 | 10.0% | 0 | 0.0% |
| TOTAL | 16 | 30.2% | 35 | 66.0% | 2 | 3.8% | 0 | 0.0% |
| 1981-1982 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 14 | 21.5% | 42 | 64.6% | 9 | 13.8% | 0 | 0.0% |
| Diploma/Certificate | 2 | 16.7% | 9 | 75.0% | 1 | 8.3% | 0 | 0.0% |
| TOTAL | 16 | 20.8% | 51 | 66.2% | 10 | 13.0% | 0 | 0.0% |
| 1982-1983 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 21 | 31.3% | 39 | 58.2% | 7 | 10.4% | 0 | 0.0% |
| Diploma/Certificate | 1 | 12.5% | 6 | 75.0% | 1 | 12.5% | 0 | 0.0% |
| TOTAL | 22 | 29.3% | 45 | 60.0% | 8 | 10.7% | 0 | 0.0% |
| (A follow-up survey was not conducted for the class of 1983-1984) | | | | | | | | |
| 1984-1985 | | | | | | | | |
| AA/AS | 8 | 40.0% | 11 | 55.0% | 1 | 5.0% | 0 | 0.0% |
| AAS | 16 | 26.7% | 38 | 63.3% | 6 | 10.0% | 0 | 0.0% |
| Diploma/Certificate | 3 | 23.1% | 8 | 61.5% | 1 | 7.7% | 1 | 7.7% |
| TOTAL | 27 | 29.0% | 57 | 61.3% | 8 | 8.6% | 1 | 1.1% |
| 1985-1986 | | | | | | | | |
| AA/AS | 4 | 19.0% | 14 | 66.7% | 2 | 9.5% | 1 | 4.8% |
| AAS | 12 | 18.8% | 47 | 73.4% | 5 | 7.8% | 0 | 0.0% |
| Diploma/Certificate | 11 | 40.7% | 14 | 51.9% | 1 | 3.7% | 1 | 3.7% |
| TOTAL | 27 | 24.1% | 75 | 67.0% | 8 | 7.1% | 2 | 1.8% |
| 1986-1987 | | | | | | | | |
| AA/AS | 7 | 24.1% | 13 | 44.8% | 7 | 24.1% | 2 | 6.9% |
| AAS | 20 | 35.1% | 29 | 50.9% | 7 | 12.3% | 1 | 1.8% |
| Diploma/Certificate | 4 | 14.8% | 22 | 81.5% | 0 | 0.0% | 1 | 3.7% |
| TOTAL | 31 | 27.4% | 64 | 56.6% | 14 | 12.4% | 4 | 3.5% |

Note that percentage figures are by row (award).

and the percentage who were not very satisfied was slightly higher.

The job satisfaction of 1986-1987 survey respondents by job category is presented in Table 8. In all categories, over half of the respondents indicated they were either very satisfied or satisfied.

**TABLE 8: JOB SATISFACTION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY**

| JOB CATEGORY | Very Satisfied No. | Very Satisfied Pct. | Satisfied No. | Satisfied Pct. | Not Very Satisfied No. | Not Very Satisfied Pct. | Dissatisfied No. | Dissatisfied Pct. |
|---|---|---|---|---|---|---|---|---|
| Accountant | 2 | 33.3% | 4 | 66.7% | 0 | 0.0% | 0 | 0.0% |
| Artist | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Business Manager | 1 | 25.0% | 2 | 50.0% | 1 | 25.0% | 0 | 0.0% |
| Child Care Worker | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Programmer | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Construction Worker | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Data Entry Operator | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Draftsman | 0 | 0.0% | 2 | 66.7% | 0 | 0.0% | 1 | 33.3% |
| Draftsman (Computer-Aided) | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics Worker | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 0 | 0.0% |
| Laboratory Technician | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Law Enforcement Official | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% |
| Nurse | 10 | 40.0% | 13 | 52.0% | 2 | 8.0% | 0 | 0.0% |
| Respiratory Technician | 0 | 0.0% | 3 | 75.0% | 0 | 0.0% | 1 | 25.0% |
| Secretary | 3 | 18.8% | 11 | 68.8% | 2 | 12.5% | 0 | 0.0% |
| Systems Analyst | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Typist | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| OTHER | 8 | 25.0% | 15 | 46.9% | 7 | 21.9% | 2 | 6.3% |
| TOTAL | 31 | 28.7% | 60 | 55.6% | 13 | 12.0% | 4 | 3.7% |

Note that percentage figures are by row (job category).

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not just jobs but careers as well. Not only were most 1986-1987 survey respondents satisfied with their jobs, but the majority planned to continue within the same career fields.

However, as can be seen in Table 9, a larger percentage of 1986-1987 respondents than of 1985-1986 respondents did not intend to pursue their jobs as long-range

careers. While only 22.1% of the 1985-1986 respondents did not plan to pursue their jobs as long-range careers, 38.5% of the 1987-1988 respondents did not plan to pursue their jobs as long-range careers. This larger percentage relates closely to the fact that nearly twice as many 1986-1987 respondents as 1985-1986 respondents were not very satisfied or dissatisfied with their jobs.

**TABLE 9:** INTENTION OF PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS

| YEAR/DEGREE | Will pursue No. | Will pursue Pct. | Will not pursue No. | Will not pursue Pct. | Undecided No. | Undecided Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | | | | | | |
| AA/AS | | | (not available) | | | |
| AAS | 46 | 82.1% | 4 | 7.1% | 6 | 10.7% |
| Diploma/Certificate | 6 | 54.5% | 3 | 27.3% | 2 | 18.2% |
| TOTAL | 52 | 77.6% | 7 | 10.4% | 8 | 11.9% |
| 1980-1981 | | | | | | |
| AA/AS | | | (not available) | | | |
| AAS | 35 | 68.6% | 4 | 7.8% | 12 | 23.5% |
| Diploma/Certificate | 7 | 70.0% | 0 | 0.0% | 3 | 30.0% |
| TOTAL | 42 | 68.9% | 4 | 6.6% | 15 | 24.6% |
| 1981-1982 | | | | | | |
| AA/AS | | | (not available) | | | |
| AAS | 43 | 66.2% | 11 | 16.9% | 11 | 16.9% |
| Diploma/Certificate | 8 | 66.7% | 1 | 8.3% | 3 | 25.0% |
| TOTAL | 51 | 66.2% | 12 | 15.6% | 14 | 18.2% |
| 1982-1983 | | | | | | |
| AA/AS | | | (not available) | | | |
| AAS | 47 | 69.1% | 11 | 16.2% | 10 | 14.7% |
| Diploma/Certificate | 4 | 50.0% | 1 | 12.5% | 3 | 37.5% |
| TOTAL | 51 | 67.1% | 12 | 15.8% | 13 | 17.1% |
| (A follow-up survey was not conducted for the class of 1983-1984) | | | | | | |
| 1984-1985 | | | | | | |
| AA/AS | 13 | 61.9% | 6 | 28.6% | 2 | 9.5% |
| AAS | 44 | 73.3% | 4 | 6.7% | 12 | 20.0% |
| Diploma/Certificate | 10 | 76.9% | 1 | 7.7% | 2 | 15.4% |
| TOTAL | 67 | 71.3% | 11 | 11.7% | 16 | 17.0% |
| 1985-1986 | | | | | | |
| AA/AS | 10 | 50.0% | 10 | 50.0% | -- | -- |
| AAS | 50 | 84.7% | 9 | 15.3% | -- | -- |
| Diploma/Certificate | 21 | 84.0% | 4 | 16.0% | -- | -- |
| TOTAL | 81 | 77.9% | 23 | 22.1% | -- | -- |
| 1986-1987 | | | | | | |
| AA/AS | 10 | 35.7% | 18 | 64.3% | -- | -- |
| AAS | 39 | 69.6% | 17 | 30.4% | -- | -- |
| Diploma/Certificate | 18 | 72.0% | 7 | 28.0% | -- | -- |
| TOTAL | 67 | 61.5% | 42 | 38.5% | -- | -- |

Note that percentage figures are by row (award).

The intention of 1986-1987 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which all respondents saw as long-range careers included child care worker, computer programmer, construction worker, electronics worker, laboratory technician, and systems analyst. Jobs which over half of the respondents did not see as long-range careers included business manager, typist, draftsman, and secretary. The job category with the most respondents, nurse, was generally viewed as a long-range career. Over 80% of the nurses reported they would pursue their jobs as long-range careers.

**TABLE 10: INTENTION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS TO PURSUE CURRENT JOBS AS LONG-RANGE CAREERS BY JOB CATEGORY**

| JOB CATEGORY | Will pursue No. | Will pursue Pct. | Will not pursue No. | Will not pursue Pct. | Undecided No. | Undecided Pct. |
|---|---|---|---|---|---|---|
| Accountant | 3 | 50.0% | 3 | 50.0% | -- | -- |
| Artist | 0 | 0.0% | 0 | 0.0% | -- | -- |
| Business Manager | 0 | 0.0% | 4 | 100.0% | -- | -- |
| Child Care Worker | 1 | 100.0% | 0 | 0.0% | -- | -- |
| Computer Programmer | 2 | 100.0% | 0 | 0.0% | -- | -- |
| Construction Worker | 1 | 100.0% | 0 | 0.0% | -- | -- |
| Data Entry Operator | 0 | 0.0% | 0 | 0.0% | -- | -- |
| Draftsman | 1 | 33.3% | 2 | 66.7% | -- | -- |
| Draftsman (Computer-Aided) | 1 | 50.0% | 1 | 50.0% | -- | -- |
| Electronics Worker | 3 | 100.0% | 0 | 0.0% | -- | -- |
| Laboratory Technician | 1 | 100.0% | 0 | 0.0% | -- | -- |
| Law Enforcement Official | 3 | 75.0% | 1 | 25.0% | -- | -- |
| Nurse | 20 | 83.3% | 4 | 16.7% | -- | -- |
| Respiratory Technician | 2 | 66.7% | 1 | 33.3% | -- | -- |
| Secretary | 7 | 46.7% | 8 | 53.3% | -- | -- |
| Systems Analyst | 1 | 100.0% | 0 | 0.0% | -- | -- |
| Typist | 0 | 0.0% | 1 | 100.0% | -- | -- |
| OTHER | 18 | 54.5% | 15 | 45.5% | -- | -- |
| TOTAL | 64 | 61.5% | 40 | 38.5% | 0 | 0.0% |

Note that percentage figures are by row (job category).

## PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1986-1987 graduate survey respondents. Over one-third of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). Slightly under 60% indicated that the academic preparation was good. Only 3.7% indicated that the academic preparation was fair, and only 2.8% indicated it was poor.

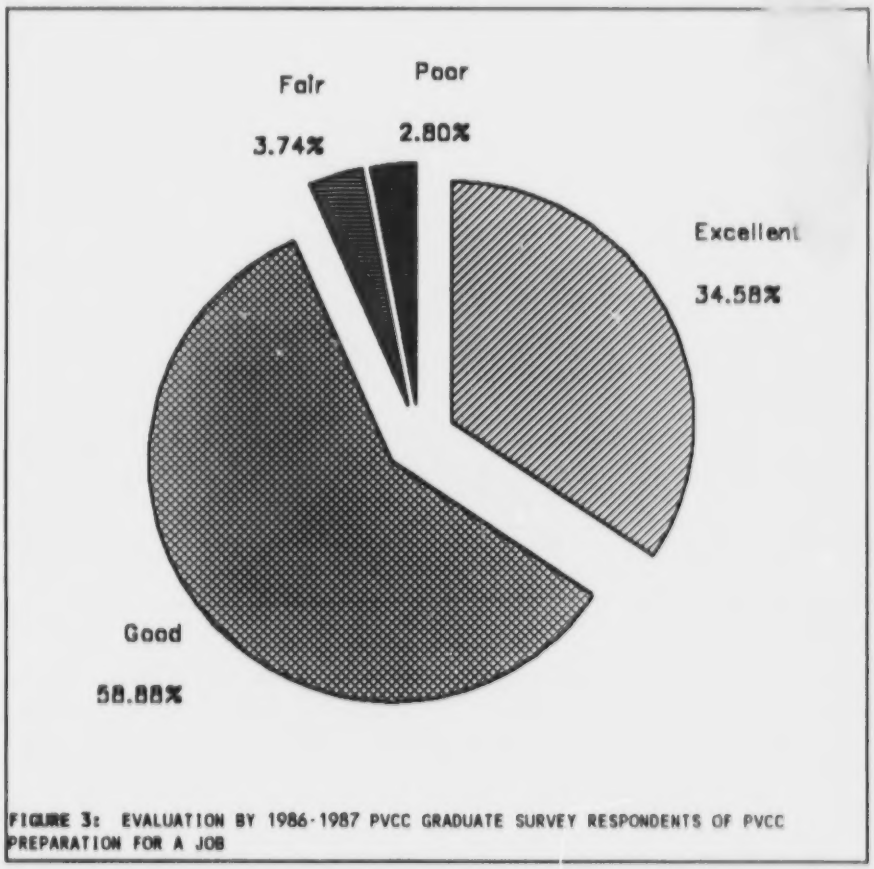



FIGURE 3: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

The evaluation of academic preparation for employment by academic program by 1986-1987 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good

TABLE 11: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY ACADEMIC PROGRAM

| PROGRAM | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| Liberal Arts | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% |
| Fine Arts | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% | 1 | 50.0% |
| A.A. DEGREE | 2 | 50.0% | 1 | 25.0% | 0 | 0.0% | 1 | 25.0% |
| Business Administration | 3 | 25.0% | 8 | 66.7% | 0 | 0.0% | 1 | 8.3% |
| Education | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 0 | 0.0% |
| General Studies | 5 | 45.5% | 5 | 45.5% | 0 | 0.0% | 1 | 9.1% |
| Science | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| A.S. DEGREE | 9 | 33.3% | 16 | 59.3% | 0 | 0.0% | 2 | 7.4% |
| Accounting | 3 | 75.0% | 1 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Programming | 0 | 0.0% | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Drafting & Design | 0 | 0.0% | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Management | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Nursing | 13 | 54.2% | 10 | 41.7% | 1 | 4.2% | 0 | 0.0% |
| Police Science | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% | 0 | 0.0% |
| Respiratory Therapy | 1 | 25.0% | 3 | 75.0% | 0 | 0.0% | 0 | 0.0% |
| Science Laboratory | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Secretarial Science | 0 | 0.0% | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| A.A.S. DEGREE | 20 | 37.7% | 32 | 60.4% | 1 | 1.9% | 0 | 0.0% |
| Arts & Crafts | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Clerical Studies | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Drafting | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% |
| Electronics Servicing | 1 | 50.0% | 0 | 0.0% | 1 | 50.0% | 0 | 0.0% |
| Career Studies (total) | 6 | 33.3% | 12 | 66.7% | 0 | 0.0% | 0 | 0.0% |
| Air Conditioning | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Business & Office | 4 | 36.4% | 7 | 63.6% | 0 | 0.0% | 0 | 0.0% |
| Child Care | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Management (Banking) | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% | 0 | 0.0% |
| CERTIFICATE | 9 | 34.6% | 14 | 53.8% | 3 | 11.5% | 0 | 0.0% |
| TOTAL | 40 | 36.4% | 63 | 57.3% | 4 | 3.6% | 3 | 2.7% |

Note that percentage figures are by row (program).

preparation for their current jobs. In only one program, drafting, did over one-half of the respondents feel the academic preparation was either fair or poor. One should remember, however, that the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of their academic preparation for employment by the 1986-1987 graduate survey respondents was similar to that by the 1985-1986 survey respondents (see Table 12). Over 90% of the survey respondents for both graduating classes rated

their academic preparation as either excellent or good. Slightly more 1986-1987 respondents than 1985-1986 respondents rated their academic preparation as excellent, but then slightly more also rated their academic preparation as poor.

**TABLE 12:** EVALUATION BY PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION BY PVCC FOR EMPLOYMENT

| YEAR/DEGREE | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| 1979-1980 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 18 | 34.0% | 27 | 50.9% | 7 | 13.2% | 1 | 1.9% |
| Diploma/Certificate | 2 | 50.0% | 1 | 25.0% | 1 | 25.0% | 0 | 0.0% |
| TOTAL | 20 | 35.1% | 28 | 49.1% | 8 | 14.0% | 1 | 1.8% |
| 1980-1981 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 20 | 41.7% | 17 | 35.4% | 11 | 22.9% | 0 | 0.0% |
| Diploma/Certificate | 2 | 25.0% | 3 | 37.5% | 3 | 37.5% | 0 | 0.0% |
| TOTAL | 22 | 39.3% | 20 | 35.7% | 14 | 25.0% | 0 | 0.0% |
| 1981-1982 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 20 | 36.4% | 23 | 41.8% | 11 | 20.0% | 1 | 1.8% |
| Diploma/Certificate | 2 | 20.0% | 5 | 50.0% | 3 | 30.0% | 0 | 0.0% |
| TOTAL | 22 | 33.8% | 28 | 43.1% | 14 | 21.5% | 1 | 1.5% |
| 1982-1983 | | | | | | | | |
| AA/AS | | | (not available) | | | | | |
| AAS | 18 | 27.3% | 31 | 47.0% | 16 | 24.2% | 1 | 1.5% |
| Diploma/Certificate | 0 | 0.0% | 4 | 66.7% | 2 | 33.3% | 0 | 0.0% |
| TOTAL | 18 | 25.0% | 35 | 48.6% | 18 | 25.0% | 1 | 1.4% |
| (A follow-up survey was not conducted for the class of 1983-1984) | | | | | | | | |
| 1984-1985 | | | | | | | | |
| AA/AS | 6 | 35.3% | 6 | 35.3% | 5 | 29.4% | 0 | 0.0% |
| AAS | 19 | 33.3% | 31 | 54.4% | 7 | 12.3% | 0 | 0.0% |
| Diploma/Certificate | 5 | 41.7% | 4 | 33.3% | 3 | 25.0% | 0 | 0.0% |
| TOTAL | 30 | 34.9% | 41 | 47.7% | 15 | 17.4% | 0 | 0.0% |
| 1985-1986 | | | | | | | | |
| AA/AS | 4 | 25.0% | 9 | 56.3% | 2 | 12.5% | 1 | 6.3% |
| AAS | 21 | 33.9% | 38 | 61.3% | 3 | 4.8% | 0 | 0.0% |
| Diploma/Certificate | 6 | 25.0% | 17 | 70.8% | 1 | 4.2% | 0 | 0.0% |
| TOTAL | 31 | 30.4% | 64 | 62.7% | 6 | 5.9% | 1 | 1.0% |
| 1986-1987 | | | | | | | | |
| AA/AS | 11 | 35.5% | 17 | 54.8% | 0 | 0.0% | 3 | 9.7% |
| AAS | 20 | 37.7% | 32 | 60.4% | 1 | 1.9% | 0 | 0.0% |
| Diploma/Certificate | 9 | 34.6% | 14 | 53.8% | 3 | 11.5% | 0 | 0.0% |
| TOTAL | 40 | 36.4% | 63 | 57.3% | 4 | 3.6% | 3 | 2.7% |

Note that percentage figures are by row (award).

One might expect a high correlation between positive evaluations of PVCC academic preparation and full-time, job-related employment status. After all, it seems logical that those who secure jobs for which their

education has prepared them are more likely to rate an educational institution highly than those who do not. One might expect an even greater correlation between positive evaluations and high job satisfaction. Logically, one would assume that graduates dissatisfied with their jobs are more likely to be dissatisfied with their academic preparation than those high satisfied with their jobs.

In last year's study, these expectations were not true. PVCC's academic preparation was rated more highly by 1985-1986 survey respondents with jobs unrelated to their fields of study at the college than by those with jobs related to their fields. The only 1985-1986 respondent who rated his or her academic preparation as poor was very satisfied with his or her job, and one of two respondents dissatisfied with his or her job rated his or her academic preparation as excellent.

In this year's study, the expectations were true. As can be seen in Table 13, over 90% of those respondents in either full-time or part-time jobs related to their fields of study at PVCC rated their academic preparation at the college as either

**TABLE 13:** EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR EMPLOYMENT BY EMPLOYMENT STATUS AND JOB SATISFACTION

| CATEGORY | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| **EMPLOYMENT STATUS** | | | | | | | | |
| Full-Time, Related | 27 | 32.5% | 51 | 61.4% | 4 | 4.8% | 1 | 1.2% |
| Full-Time, Unrelated | 3 | 42.9% | 3 | 42.9% | 0 | 0.0% | 1 | 14.3% |
| Part-Time, Related | 4 | 44.4% | 5 | 55.6% | 0 | 0.0% | 0 | 0.0% |
| Part-Time, Unrelated | 3 | 42.9% | 3 | 42.9% | 0 | 0.0% | 1 | 14.3% |
| **JOB SATISFACTION** | | | | | | | | |
| Very Satisfied | 9 | 31.0% | 20 | 69.0% | 0 | 0.0% | 0 | 0.0% |
| Satisfied | 22 | 37.3% | 34 | 57.6% | 2 | 3.4% | 1 | 1.7% |
| Not Very Satisfied | 5 | 41.7% | 5 | 41.7% | 1 | 8.3% | 1 | 8.3% |
| Dissatisfied | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% | 1 | 25.0% |

Note that percentage figures are by row (category).

excellent or good; nearly 15% in either full-time or part-time jobs *not* related to their fields of study at PVCC rated their academic preparation as poor. With respect to job satisfaction, none of the survey respondents very satisfied with their jobs rated their academic preparation as either fair or poor; 5.1% of the respondents satisfied with their jobs rated their academic preparation as either fair or poor; 16.6% of the respondents not very satisfied with their jobs rated their academic preparation as either fair or poor; and 50% of the respondents dissatisfied with their jobs rated their academic preparation as either fair or poor.

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the

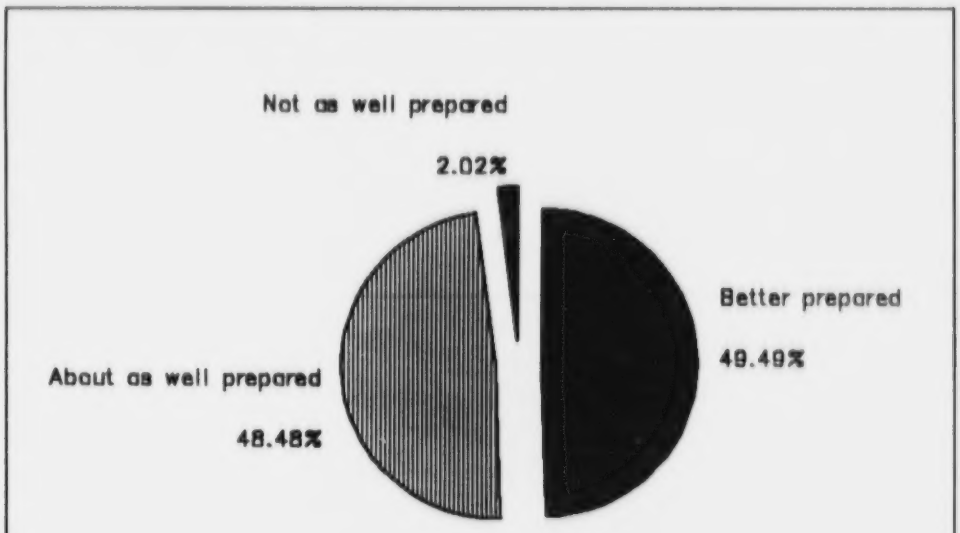



FIGURE 4: ACADEMIC PREPARATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

vast majority of 1986-1987 graduate survey respondents felt they were better or equally prepared.

Only 2% of the survey respondents felt they were not as well prepared as other new employees within the same career fields. All other respondents were fairly evenly divided between feeling they were better prepared (49.5%) or about as well prepared (48.5%) as other new employees. Comparisons with other employees by PVCC academic program are presented in Table 14.

**TABLE 14: ACADEMIC PREPARATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY ACADEMIC PROGRAM**

| PROGRAM | Better Prepared No. | Better Prepared Pct. | About As Well Prepared No. | About As Well Prepared Pct. | Not As Well Prepared No. | Not As Well Prepared Pct. |
|---|---|---|---|---|---|---|
| Liberal Arts | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Fine Arts | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| A.A. DEGREE | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% |
| Business Administration | 4 | 40.0% | 5 | 50.0% | 1 | 10.0% |
| Education | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| General Studies | 8 | 72.7% | 3 | 27.3% | 0 | 0.0% |
| Science | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| A.S. DEGREE | 14 | 58.3% | 9 | 37.5% | 1 | 4.2% |
| Accounting | 3 | 75.0% | 1 | 25.0% | 0 | 0.0% |
| Computer Programming | 2 | 50.0% | 2 | 50.0% | 0 | 0.0% |
| Drafting & Design | 4 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Management | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Nursing | 8 | 34.8% | 14 | 60.9% | 1 | 4.3% |
| Police Science | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Respiratory Therapy | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Science Laboratory | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Secretarial Science | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% |
| A.A.S. DEGREE | 22 | 43.1% | 28 | 54.9% | 1 | 2.0% |
| Arts & Crafts | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Clerical Studies | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Drafting | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% |
| Electronics Servicing | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Career Studies (total) | 10 | 50.0% | 10 | 50.0% | 0 | 0.0% |
| Air Conditioning | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Business & Office | 4 | 44.4% | 5 | 55.6% | 0 | 0.0% |
| Child Care | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% |
| Management (Banking) | 4 | 80.0% | 1 | 20.0% | 0 | 0.0% |
| CERTIFICATE | 13 | 48.1% | 14 | 51.9% | 0 | 0.0% |
| TOTAL | 52 | 49.1% | 52 | 49.1% | 2 | 1.9% |

Note that percentage figures are by row (program).

Respondents in all but two programs felt they were better or equally prepared in comparison to other new employees. In business administration, one employee (10%) felt not as well prepared, and in nursing, one (4.3%) felt not as well prepared. In liberal arts, science, drafting and design, management, police science, arts and crafts, and air conditioning (career studies) all respondents felt better prepared than other new employees.

The academic preparation of survey respondents in comparison to other new employees by job category is presented in Table 15. In only one of the regular job categories, nurse, did a respondent indicate that he or she was not as well prepared as other new employees, and over 95% of all nurses indicated they were better or equally prepared as other new employees. Job categories in which all

TABLE 15: ACADEMIC PREPARATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON TO OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS BY JOB CATEGORY

| JOB CATEGORY | Better Prepared No. | Better Prepared Pct. | About As Well Prepared No. | About As Well Prepared Pct. | Not As Well Prepared No. | Not As Well Prepared Pct. |
|---|---|---|---|---|---|---|
| Accountant | 5 | 83.3% | 1 | 16.7% | 0 | 0.0% |
| Business Manager | 2 | 50.0% | 2 | 50.0% | 0 | 0.0% |
| Child Care Worker | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Computer Programmer | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% |
| Construction Worker | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Data Entry Operator | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Draftsman | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% |
| Draftsman (Computer-Aided) | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Electronics Worker | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Laboratory Technician | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% |
| Law Enforcement Official | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Nurse | 8 | 34.8% | 14 | 60.9% | 1 | 4.3% |
| Respiratory Technician | 0 | 0.0% | 3 | 100.0% | 0 | 0.0% |
| Secretary | 4 | 33.3% | 8 | 66.7% | 0 | 0.0% |
| Systems Analyst | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Typist | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| OTHER | 19 | 65.5% | 9 | 31.0% | 1 | 3.4% |
| TOTAL | 48 | 49.5% | 47 | 48.5% | 2 | 2.1% |

Note that percentage figures are by row (job category).

respondents indicated they were better prepared than other new employees were child care worker, law enforcement official, systems analyst, and typist.

With respect to career assistance, 13 respondents indicated they received direct job assistance from PVCC. Five of these 13 respondents received the AAS degree in nursing; 2 received the AAS degree in computer programming; the remaining 6 received degrees in liberal arts (AA), fine arts (AA), business administration (AS), education (AS), respiratory therapy (AAS), and science laboratory technology (AAS).

Table 16 presents the evaluation by 1986-1987 graduate survey respondents of various career assistance services offered by the college. As can be seen, the majority of respondents rated all services as at least good. Faculty were rated most highly by respondents, with 52.6% rating faculty as excellent and 41% rating them as good. Only 2.6% of the respondents rated faculty as fair, and only 3.8% rated them as poor. Academic programs were also rated highly by the respondents. Over 90% of the respondents rated academic programs as either excellent (29.5%) or good (61.5%).

**TABLE 16: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF CAREER ASSISTANCE SERVICES AT THE COLLEGE**

| SERVICE | Excellent | | Good | | Fair | | Poor | |
|---|---|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| Student Services | 9 | 16.1% | 31 | 55.4% | 12 | 21.4% | 4 | 7.1% |
| Academic Program | 23 | 29.5% | 48 | 61.5% | 3 | 3.8% | 4 | 5.1% |
| Faculty | 41 | 52.6% | 32 | 41.0% | 2 | 2.6% | 3 | 3.8% |
| Co-operative Education | 14 | 38.9% | 14 | 38.9% | 4 | 11.1% | 4 | 11.1% |
| OTHER | 1 | 50.0% | 1 | 50.0% | 0 | 0.0% | 0 | 0.0% |

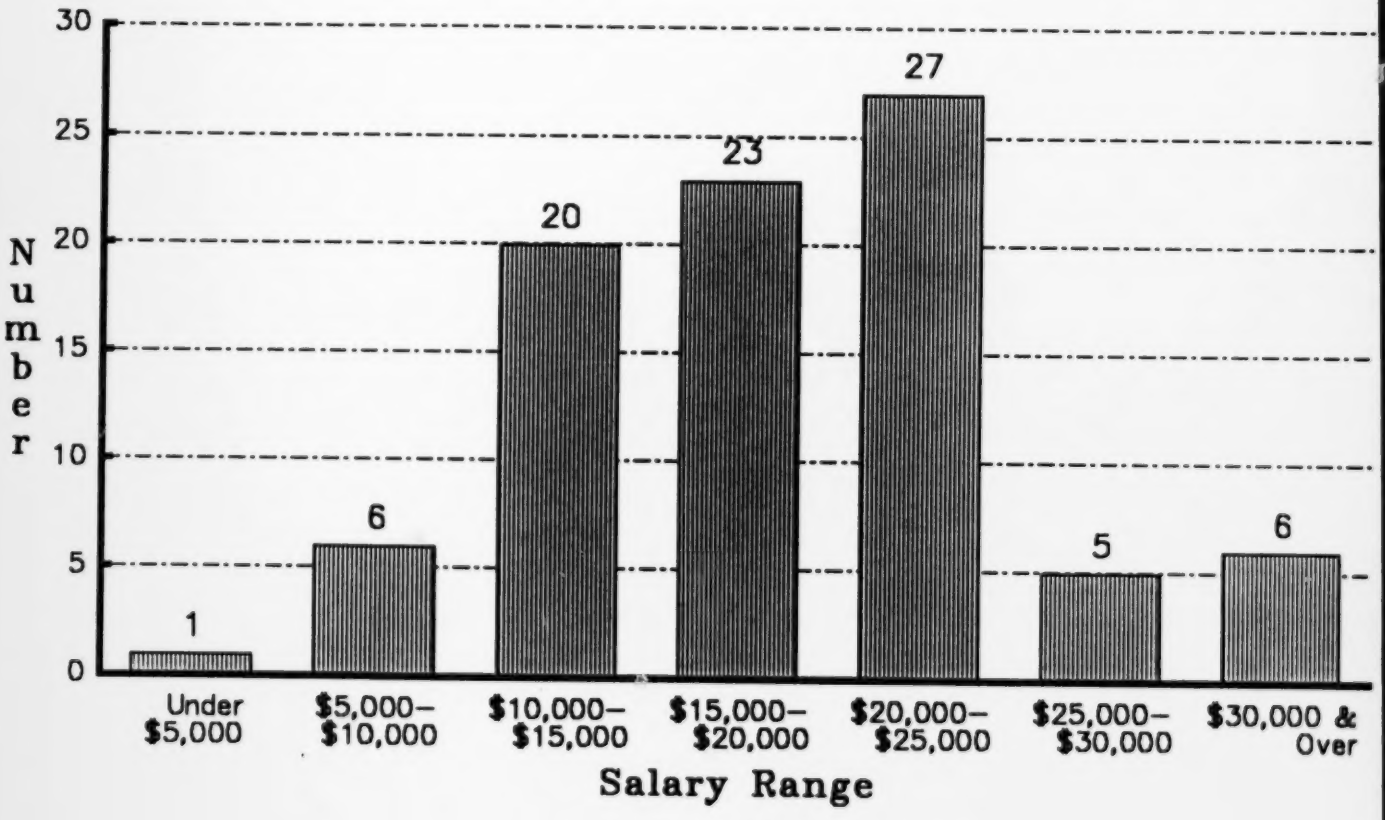
Note that percentage figures are by row (service).

Co-op was rated as excellent by 38.9% of the respondents, as good by 38.9%, as fair by 11.1%, and as poor by 11.1%. Student services was rated as excellent by 16.1% of the respondents, as good by 55.4%, as fair by 21.4%, and as poor by 7.1%. Two respondents indicated "OTHER" for the service being rated. One rated "other students/grads" as excellent, and the other rated "Katharine Gibbs School" as good!

## SALARIES

The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was $18,933, and the median, or midpoint, salary was $18,500. The highest salary reported was $50,000 and the lowest $1,702. As can be seen in Figure 5, the distribution of salaries was fairly normal with nearly 80% of all respondents earning between $10,000 and $25,000.

FIGURE 5: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS



The salaries of the respondents by degree and academic program is presented in Table 17. Salaries for those earning the AAS degree were higher than salaries for those earning the AA degree, the AS degree, or certificates.

The mean salary for respondents earning the AS degree was slightly higher than that for those earning the AAS degree (AS = $19,931; AAS = $19,296), but the median salary was much lower (AS = $13,900; AAS = $20,000). The reason for the discrepancy between the mean and

**TABLE 17: SALARIES OF 1986-1987 PVCC GRADUATES SURVEY RESPONDENTS BY ACADEMIC DEGREE AND PROGRAM**

| PROGRAM | No. | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|---|
| Liberal Arts | 2 | $9,680 | $9,680 | $9,360 | $10,000 |
| Fine Arts | 0 | -- | -- | -- | -- |
| A.A. DEGREE | 2 | $9,680 | $9,680 | $9,360 | $10,000 |
| Business Administration | 11 | $19,356 | $18,000 | $8,000 | $47,800 |
| Education | 3 | $8,354 | $9,360 | $1,702 | $14,000 |
| General Studies | 6 | $20,000 | $17,000 | $8,400 | $38,000 |
| Science | 1 | $50,000 | $50,000 | $50,000 | $50,000 |
| A.S. DEGREE | 21 | $19,931 | $13,900 | $1,702 | $50,000 |
| Accounting | 2 | $15,800 | $15,800 | $11,000 | $20,600 |
| Computer Programming | 3 | $18,819 | $20,000 | $14,656 | $21,800 |
| Drafting & Design | 4 | $18,079 | $12,626 | $6,864 | $24,200 |
| Electronics | 4 | $21,875 | $19,750 | $17,000 | $31,000 |
| Management | 1 | $22,400 | $22,400 | $22,400 | $22,400 |
| Nursing | 21 | $21,110 | $20,800 | $14,000 | $28,000 |
| Police Science | 3 | $22,300 | $22,300 | $19,600 | $25,000 |
| Respiratory Therapy | 4 | $17,225 | $16,250 | $14,400 | $21,000 |
| Science Laboratory | 1 | $11,700 | $11,700 | $11,700 | $11,700 |
| Secretarial Science | 5 | $13,590 | $13,800 | $10,400 | $16,752 |
| A.A.S. DEGREE | 48 | $19,296 | $20,000 | $6,864 | $31,000 |
| Arts & Crafts | 1 | $16,500 | $16,500 | $16,500 | $16,500 |
| Clerical Studies | 1 | $17,500 | $17,500 | $17,500 | $17,500 |
| Drafting | 3 | $17,882 | $16,200 | $15,446 | $22,000 |
| Electronics Servicing | 3 | $19,257 | $14,722 | $12,000 | $31,000 |
| Career Studies (total) | 13 | $17,822 | $17,126 | $14,000 | $33,800 |
| Air Conditioning | 1 | $20,000 | $20,000 | $20,000 | $20,000 |
| Business & Office | 9 | $16,756 | $17,500 | $14,000 | $19,147 |
| Management (Banking) | 3 | $14,967 | $14,989 | $14,133 | $15,780 |
| CERTIFICATE | 21 | $16,120 | $15,783 | $12,000 | $33,800 |
| TOTAL | 92 | $18,933 | $18,500 | $1,702 | $50,000 |

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

median salaries for AAS survey respondents is that both the high and low salaries were earned by respondents in this category. In such a case, the median salary is a better indicator of average salary than the mean salary.

Salaries of 1986-1987 survey respondents by job category are presented in Table 18. The highest average (mean) salary was earned in the job category of systems analyst ($38,000); the lowest was earned in the category of laboratory technician ($11,700). Job categories with mean salaries exceeding $20,000 were systems analyst ($38,000), law enforcement official ($22,300), computer programmer ($21,580), and nurse ($21,110).

TABLE 18: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY JOB CATEGORY

| JOB CATEGORY | No. | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|---|
| Accountant | 4 | $16,875 | $17,945 | $11,000 | $20,600 |
| Business Manager | 3 | $17,800 | $18,000 | $8,400 | $27,000 |
| Computer Programmer | 1 | $21,580 | $21,580 | $21,580 | $21,580 |
| Construction Worker | 1 | $17,500 | $17,500 | $17,500 | $17,500 |
| Data Entry Operator | 1 | $14,400 | $14,400 | $14,400 | $14,400 |
| Draftsman | 3 | $19,067 | $19,000 | $16,200 | $22,000 |
| Draftsman (Computer-Aided) | 2 | $18,849 | $18,849 | $15,446 | $22,251 |
| Electronics Worker | 3 | $17,758 | $17,000 | $14,772 | $21,500 |
| Laboratory Technician | 1 | $11,700 | $11,700 | $11,700 | $11,700 |
| Law Enforcement Official | 3 | $22,300 | $22,300 | $19,600 | $25,000 |
| Nurse | 21 | $21,110 | $20,800 | $14,000 | $28,000 |
| Respiratory Technician | 4 | $17,225 | $16,250 | $14,400 | $21,000 |
| Secretary | 14 | $15,224 | $15,000 | $10,400 | $18,500 |
| Systems Analyst | 1 | $38,000 | $38,000 | $38,000 | $38,000 |
| OTHER | 25 | $19,769 | $17,000 | $1,702 | $50,000 |
| TOTAL | 87 | $18,933 | $18,500 | $1,702 | $50,000 |

As might be expected, salaries earned by graduates employed part-time were considerably lower than those of graduates employed full-time. However, as can be seen in Table 19, only 8% of the respondents reporting their salaries were employed part-time. Survey respondents with jobs related to their fields of study at PVCC earned

slightly higher salaries than those with jobs unrelated to their fields of study. This was true for respondents with both full-time and part-time jobs.

TABLE 19: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY EMPLOYMENT STATUS AND JOB SATISFACTION

| CATEGORY | No. | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|---|
| EMPLOYMENT STATUS | | | | | |
| Full-Time, Related | 73 | $20,247 | $20,000 | $9,600 | $50,000 |
| Full-Time, Unrelated | 8 | $17,085 | $15,090 | $10,000 | $31,000 |
| Part-Time, Related | 4 | $9,401 | $9,700 | $1,702 | $16,500 |
| Part-Time, Unrelated | 3 | $8,241 | $8,500 | $6,864 | $9,360 |
| JOB SATISFACTION | | | | | |
| Very Satisfied | 24 | $23,806 | $21,350 | $8,500 | $50,000 |
| Satisfied | 50 | $17,777 | $17,790 | $9,360 | $31,380 |
| Not Very Satisfied | 11 | $15,542 | $16,500 | $6,864 | $22,400 |
| Dissatisfied | 2 | $18,200 | $18,200 | $14,400 | $22,000 |

Although the survey respondent earning the highest salary was very satisfied with his or her job, there did not seem to be a high correlation between salary and job satisfaction. The mean and median salaries of those dissatisfied with their jobs were higher than the salaries of those either satisfied or not very satisfied with their jobs and were only slightly lower than the salaries of those very satisfied with their jobs.

Male graduate survey respondents earned higher salaries than female respondents, and white respondents earned slightly higher salaries than minority respondents (see Table 20). Older graduates earned higher salaries than younger graduates.

The mean salary for males was over $4,000 higher than the mean salary for females. This was in contrast to salaries for 1985-1986 survey respondents. Females of the class of 1985-1986 earned $2,000 higher mean salaries than males.

With respect to race, whites earned a mean salary nearly $3,000 higher than that for blacks and nearly $4,000 higher than that for minorities other than black. It should

be noted, though, that only two black survey respondents, and only three minority respondents other than black, reported salary information.

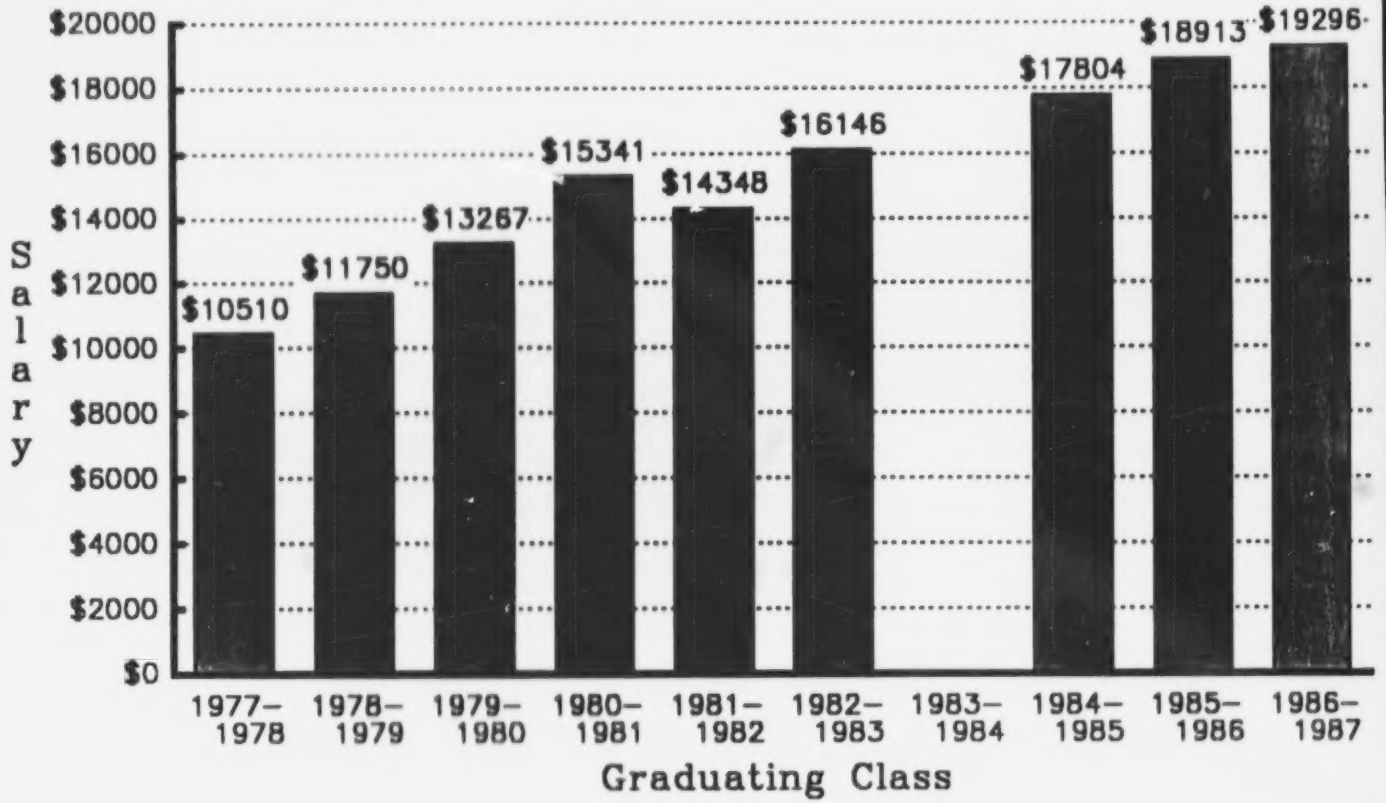
TABLE 20: SALARIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY SEX, RACE, AND AGE

| JOB CATEGORY | No. | Mean Salary | Median Salary | Minimum Salary | Maximum Salary |
|---|---|---|---|---|---|
| **SEX** | | | | | |
| Male | 30 | $21,879 | $20,300 | $6,864 | $50,000 |
| Female | 59 | $17,436 | $18,000 | $1,702 | $31,380 |
| **RACE** | | | | | |
| White | 80 | $19,131 | $19,074 | $1,702 | $50,000 |
| Black | 2 | $16,290 | $16,290 | $15,000 | $17,580 |
| Other | 3 | $15,233 | $14,400 | $9,600 | $21,700 |
| **AGE** | | | | | |
| Under 18 | 0 | .. | .. | .. | .. |
| 18-22 | 13 | $14,338 | $14,700 | $8,000 | $19,600 |
| 22-25 | 12 | $17,115 | $16,723 | $1,702 | $27,000 |
| 25-35 | 40 | $17,897 | $17,500 | $6,864 | $38,000 |
| 35-45 | 14 | $26,057 | $21,850 | $14,000 | $50,000 |
| 45-60 | 10 | $19,840 | $20,000 | $14,000 | $31,000 |
| 60 & Over | 0 | .. | .. | .. | .. |

With respect to age, the highest salaries were earned by respondents 35 to 45 years of age (mean = $26,057; median = $21,850). The next highest salaries were earned by respondents 45 to 60 years of age (mean = $19,840; median = $20,000). As might be expected, the lowest salaries were earned by respondents 18 to 22 years of age (mean = $14,338; median = $14,700).

Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-1978 through 1986-1987.

FIGURE 6: AVERAGE SALARIES OF PVCC MIS GRADUATE SURVEY RESPONDENTS



AAS graduate survey respondents of the class of 1986-1987 earned a 2% higher mean salary than their counterparts of the class of 1985-1986. This is lower than the 6.2% increase enjoyed by the 1985-1986 survey respondents and the roughly 10% increase enjoyed by graduating classes from 1977-1978 to 1980-1981.

However, the mean salary for all 1986-1987 survey respondents, $18,933, was 10.5% higher than the mean salary for all 1985-1986 survey respondents. This is in marked contrast to the fact that the mean salary for 1985-1986 survey respondents was 5.8% lower than the mean salary for all 1984-1985 graduate survey respondents ($18,200).

## FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number usually transfer to the University of Virginia. With the advent of the joint adult degree program between Mary Baldwin College and PVCC, an increasingly larger number of graduates has transferred each year to Mary Baldwin. Another institution which has enrolled large numbers of PVCC graduates each year has been James Madison University.

Figure 7 shows to which schools 1986-1987 graduate survey respondents transferred.

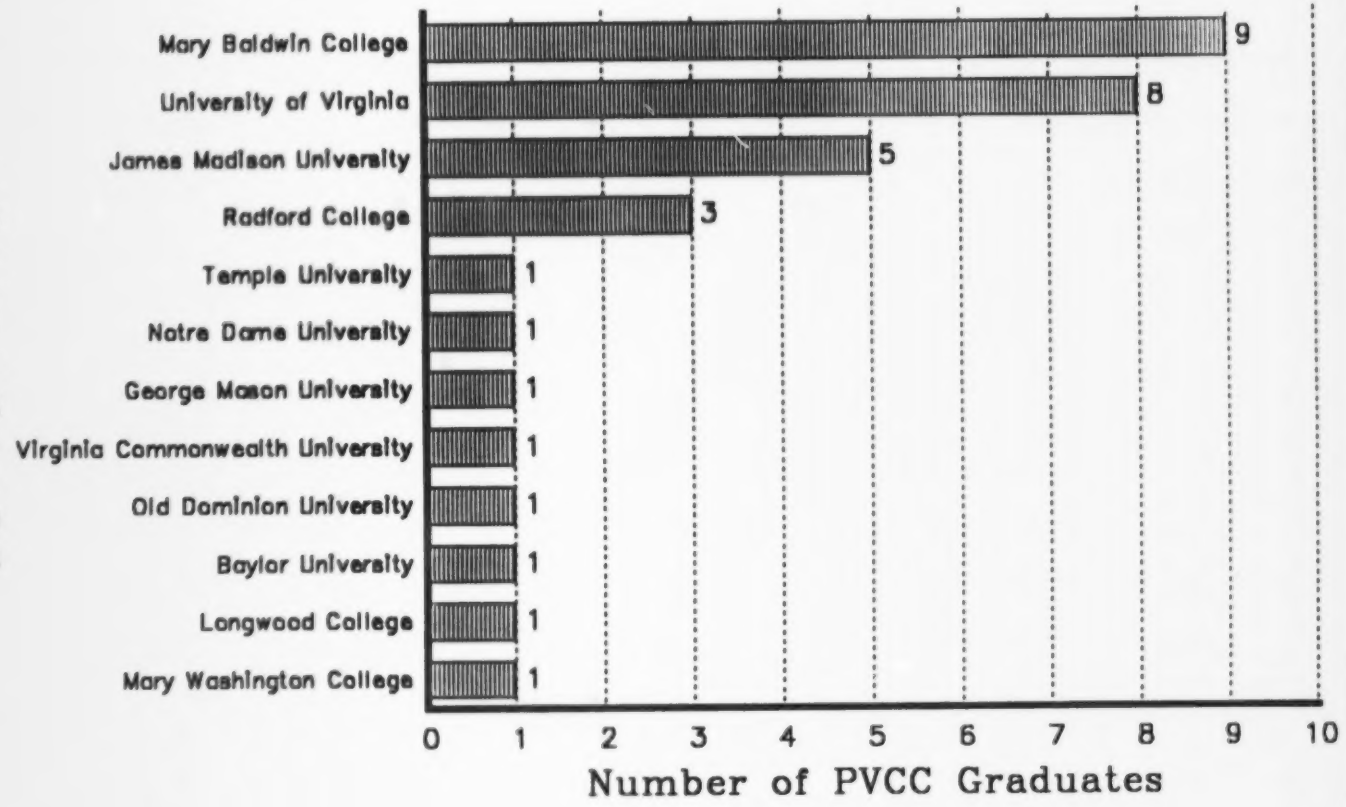



FIGURE 7: FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

Unexpectedly, the University of Virginia was not selected by the largest percentage of survey respondents. Mary Baldwin College was selected by 9 respondents (27.3%), the University of Virginia by 8 (24.2%), James Madison University by 5 (15.2%), Radford by 3 (9.1%), and 8 other institutions by 1 respondent each (3% each). The popularity of Mary Baldwin attests to the success of the joint adult degree program between PVCC and Mary Baldwin. Graduates can enroll at Mary Baldwin either full-time or part-time, in day classes or evening classes, and can take some of their third- or fourth-year courses at PVCC.

In most cases, the institutions to which the survey respondents transferred were their first choices. George Mason University and Longwood College were the second choices of the two respondents transferring to these institutions. Of the 9 respondents transferring to Mary Baldwin, one listed it as second choice, and another listed it as third choice.

Most graduates studied full-time at the colleges or universities to which they transferred (86.2%). Three respondents studied part-time at Mary Baldwin and one studied part-time at Mary Washington College.

Unlike 1985-1986 survey respondents, 56.7% of which were men, most 1986-1987 survey respondents were women (78.8%). All but two respondents were white (90.9%). Of the two, one was black and one was hispanic. Ten of the respondents were less than 22 years old, 6 were between 22 and 25, 11 were between 25 and 35, 4 were between 35 and 45, and 2 were between 45 and 60.

Eighteen of the respondents received the AS degree at PVCC (56.3%), 9 received the AA degree (28.1%), 4 received the AAS degree (12.5%), and one received a certificate (3.1%). The academic programs at PVCC in which these respondents enrolled were liberal arts (n=7), education (n=6), general studies (n=6), business administration (n=5), science (n=3), fine arts (n=2), accounting (n=2), nursing (n=1), police science (n=1), and electronics servicing (n=1).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. Business was by far the most popular field of study, 10 respondents choosing it. Three respondents chose art, two chose nursing, and 17 different fields were chosen by one respondent each.

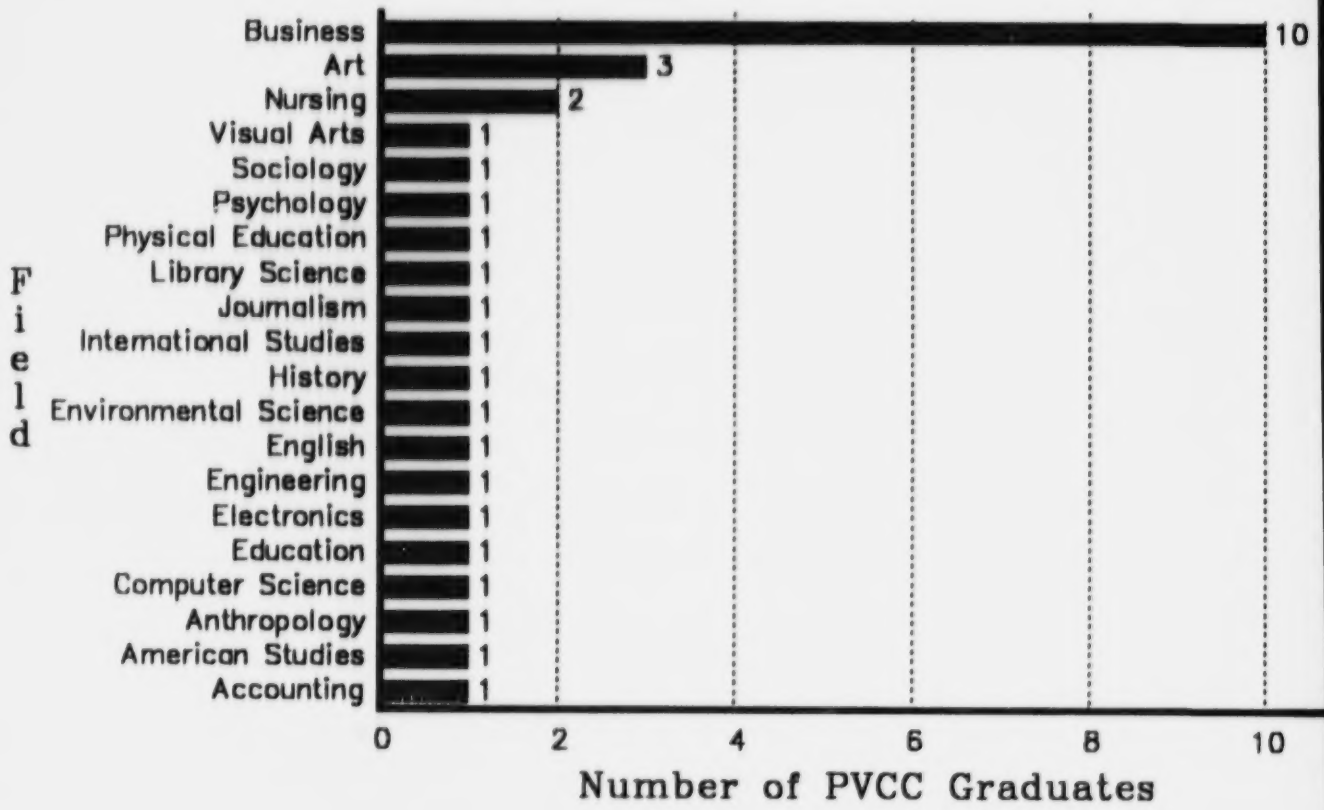



FIGURE 8: FIELDS OF STUDY SELECTED BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS TRANSFERRING TO FOUR-YEAR COLLEGES AND UNIVERSITIES

Fields of study by four-year institution are presented in Table 21.

TABLE 21: FIELDS OF STUDY AT FOUR-YEAR COLLEGES OR UNIVERSITIES OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

| FIELD OF STUDY | Mary Bald-win | UVa | JMU | Rad-ford | Tem-ple | Notre Dame | GMU | VCU | ODU | Bay-lor | Long wood | MWC | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accounting | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| American Studies | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Anthropology | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Art | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 |
| Business | 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 10 |
| Computer Science | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Education | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Electronics | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Engineering | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| English | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Environmental Science | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| History | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| International Studies | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Journalism | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Library Science | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Nursing | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Physical Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Psychology | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Sociology | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Visual Arts | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| TOTAL | 9 | 8 | 5 | 3 | 1 | 1 | -- | 1 | 1 | 1 | 1 | 1 | 32 |

Ninety-one percent of the respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. Three respondents, one each at Mary Baldwin, the University of Virginia, and James Madison, reported that their credits did not transfer as expected. One was enrolled in education, one in psychology, and one in sociology. As has happened with previous graduating classes, a number of respondents noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Most survey respondents seemed to be performing quite well academically at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.210. The lowest GPA reported was 2.000 and the highest was 4.000. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

TABLE 22: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES

| CATEGORY | No. | Average GPA | Minimum GPA | Maximum GPA |
|---|---|---|---|---|
| Mary Baldwin | 8 | 3.831 | 3.300 | 4.000 |
| University of Virginia | 8 | 2.888 | 2.050 | 3.700 |
| James Madison | 5 | 2.891 | 2.000 | 3.400 |
| Radford | 3 | 3.474 | 3.100 | 4.000 |
| Temple | 1 | 2.500 | 2.500 | 2.500 |
| Notre Dame | -- | -- | -- | -- |
| George Mason | -- | -- | -- | -- |
| Virginia Commonwealth | 1 | 3.830 | 3.830 | 3.830 |
| Old Dominion | 1 | 2.280 | 2.280 | 2.280 |
| Baylor | 1 | 3.200 | 3.200 | 3.200 |
| Longwood | 1 | 2.300 | 2.300 | 2.300 |
| Mary Washington | 1 | 3.020 | 3.020 | 3.020 |
| TOTAL | 30 | 3.210 | 2.000 | 4.000 |

The institution with the highest average GPA was Mary Baldwin College (3.831), and the one with the lowest was Old Dominion University (2.800). Respondents at 5 institutions, Mary Baldwin, Virginia Commonwealth University, Radford College, Baylor University, and Mary Washington Colleges, had average GPA's over 3.000. Respondents studying business and art, the only fields with more than one respondent reporting GPA, had high grade point averages.

TABLE 23: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES OR UNIVERSITIES BY FOUR-YEAR FIELD OF STUDY

| FIELD OF STUDY | No. | Average GPA | Minimum GPA | Maximum GPA |
|---|---|---|---|---|
| Accounting | 1 | 2.400 | 2.400 | 2.400 |
| American Studies | 1 | 3.500 | 3.500 | 3.500 |
| Anthropology | 1 | 3.400 | 3.400 | 3.400 |
| Art | 3 | 3.546 | 3.200 | 3.830 |
| Business | 9 | 3.657 | 2.300 | 4.000 |
| Computer Science | 1 | 4.000 | 4.000 | 4.000 |
| Education | 1 | 2.000 | 2.000 | 2.000 |
| Electronics | 1 | 3.700 | 3.700 | 3.700 |
| Engineering | 1 | 2.050 | 2.050 | 2.050 |
| English | 1 | 3.100 | 3.100 | 3.100 |
| Environmental Science | 1 | 2.895 | 2.895 | 2.895 |
| History | 1 | 2.700 | 2.700 | 2.700 |
| International Studies | 1 | 3.200 | 3.200 | 3.200 |
| Journalism | 1 | 3.200 | 3.200 | 3.200 |
| Library Science | 1 | 3.300 | 3.300 | 3.300 |
| Nursing | 1 | 3.647 | 3.647 | 3.647 |
| Physical Education | 1 | 2.280 | 2.280 | 2.280 |
| Psychology | 1 | 3.300 | 3.300 | 3.300 |
| Sociology | 1 | 3.500 | 3.500 | 3.500 |
| Visual Arts | 1 | 2.500 | 2.500 | 2.500 |
| TOTAL | 30 | 3.210 | 2.000 | 4.000 |

Females earned slightly higher grade point averages than males (see Table 24). Because only one respondent was black and only one was another minority, it is difficult to draw any meaningful conclusions with respect to race and GPA. With respect to age, however, generally the older the respondent was, the better GPA he or she earned. The average GPA of respondents 21 years

TABLE 24: AVERAGE GPA'S OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS AT FOUR-YEAR COLLEGES AND UNIVERSITIES BY SEX, RACE, AND AGE

| CATEGORY | No. | Average GPA | Minimum GPA | Maximum GPA |
|---|---|---|---|---|
| SEX | | | | |
| Male | 7 | 3.057 | 2.700 | 4.000 |
| Female | 23 | 3.279 | 2.000 | 4.000 |
| RACE | | | | |
| White | 27 | 3.234 | 2.050 | 4.000 |
| Black | 1 | 2.000 | 2.000 | 2.000 |
| Other | 1 | 3.200 | 3.200 | 3.200 |
| AGE | | | | |
| Under 18 | 0 | -- | -- | -- |
| 18-22 | 10 | 2.845 | 2.000 | 4.000 |
| 22-25 | 6 | 3.039 | 2.280 | 3.647 |
| 25-35 | 10 | 3.652 | 2.400 | 4.000 |
| 35-45 | 3 | 3.141 | 2.050 | 3.830 |
| 45-60 | 1 | 3.600 | 3.600 | 3.600 |
| 60 & Over | 0 | -- | -- | -- |

of age and younger was 2.845; the average GPA of respondents between 22 and 25 years of age was 3.039; the average GPA of respondents between 25 and 35 years of age was 3.652; the average GPA of respondents between 35 and 45 years of age was 3.141; and the GPA of the one respondent over 45 years of age was 3.600.

Academically, as measured by GPA, 1986-1987 survey respondents performed about as well as previous graduating classes. The average GPA of 1986-1987 survey respondents (3.210) was lower than the average GPA of 1985-1986 respondents (3.371), but was higher than the average GPA of any other class except that of 1978-1979 (3.250).

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. A number return to community colleges or other educational institutions. Fourteen 1986-1987 survey respondents indicated they had continued their edu-

TABLE 25: FIELDS OF STUDY AT TWO-YEAR AND SPECIALIZED INSTITUTIONS OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS

| FIELD OF STUDY | PVCC | Campbell-Fork School | Va. School Cosmetology | TOTAL |
|---|---|---|---|---|
| Accounting | 2 | 0 | 0 | 2 |
| Art | 1 | 0 | 0 | 1 |
| Arts & Crafts | 0 | 1 | 0 | 1 |
| Business | 1 | 0 | 0 | 1 |
| Computer Science | 1 | 0 | 0 | 1 |
| Cosmetology | 0 | 0 | 1 | 1 |
| Drafting | 1 | 0 | 0 | 1 |
| Electronics | 1 | 0 | 0 | 1 |
| Engineering | 1 | 0 | 0 | 1 |
| General Studies | 1 | 0 | 0 | 1 |
| Marketing | 1 | 0 | 0 | 1 |
| Mechanical Technology | 2 | 0 | 0 | 2 |
| Nursing | 1 | 0 | 0 | 1 |
| Psychology | 1 | 0 | 0 | 1 |
| TOTAL | 14 | 1 | 1 | 16 |

cation at PVCC, one indicated he or she was studying at Campbell-Fork School, and one indicated he or she was enrolled in the Virginia School of Cosmetology. All 14 of the respondents who had returned to PVCC were studying part-time. The programs in which these respondents enrolled are presented in Table 25.

## PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the vast majority of 1986-1987 graduate survey respondents were satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by 40.6% of

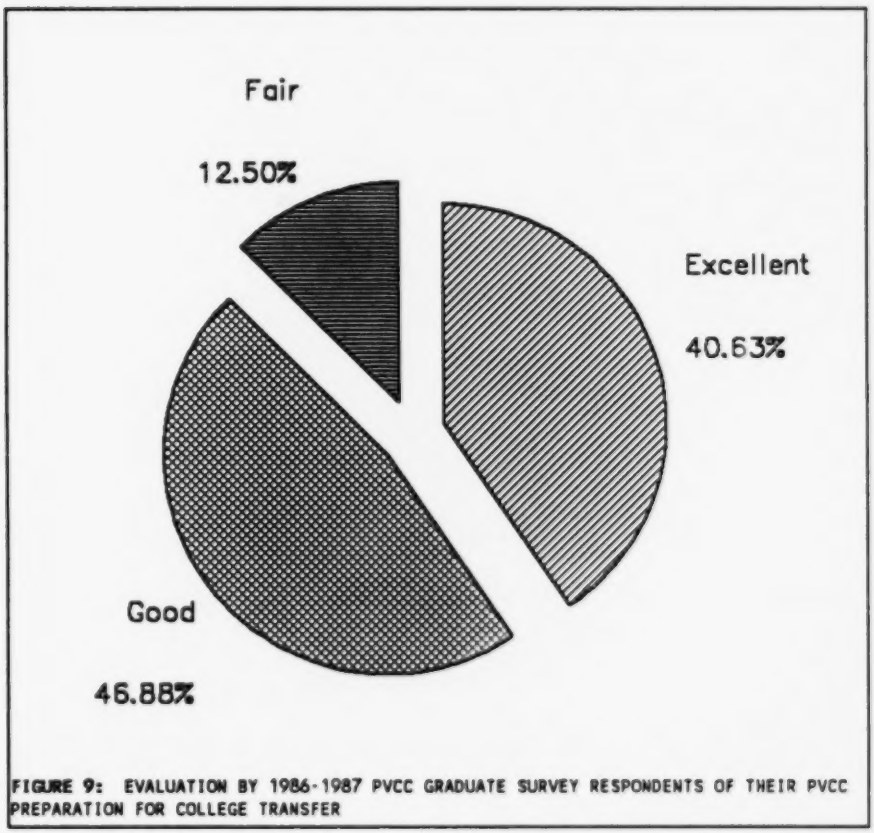



FIGURE 9: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

the respondents, good by 46.9%, and fair by 12.5%. No respondent rated PVCC as poor.

These evaluations are broken down by degree and academic program in Table 26. One-half of the respondents earning the AA degree rated their academic preparation as excellent, and one-half rated it as good. Thirty-five percent of those earning the AS degree rated their academic preparation as excellent, 40% rated it as good, and 25% rated it as fair. Sixty percent of those earning the AAS degree rated their academic preparation as excellent, and 40% rated it as good. The only respondent earning a certificate rated his or her academic preparation as good. Academic programs which half or more of the respondents rated as excellent were nursing (100%), police science

TABLE 26: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY ACADEMIC PROGRAM

| PROGRAM | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| Liberal Arts | 3 | 42.9% | 4 | 57.1% | 0 | 0.0% | 0 | 0.0% |
| Fine Arts | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% |
| A.A. DEGREE | 5 | 50.0% | 5 | 50.0% | 0 | 0.0% | 0 | 0.0% |
| Business Administration | 3 | 50.0% | 1 | 16.7% | 2 | 33.3% | 0 | 0.0% |
| Education | 2 | 33.3% | 3 | 50.0% | 1 | 16.7% | 0 | 0.0% |
| General Studies | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% | 0 | 0.0% |
| Science | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% | 0 | 0.0% |
| A.S. DEGREE | 7 | 35.0% | 8 | 40.0% | 5 | 25.0% | 0 | 0.0% |
| Accounting | 0 | 0.0% | 2 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Nursing | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Police Science | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| A.A.S. DEGREE | 3 | 60.0% | 2 | 40.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics Servicing | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| CERTIFICATE | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| TOTAL | 15 | 41.7% | 16 | 44.4% | 5 | 13.9% | 0 | 0.0% |

Note that percentage figures are by row (program).

(100%), and fine arts (66.7%).

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. Colleges or universities attended by PVCC graduates at which half or more of the respondents rated their PVCC academic preparation as excellent were Radford College (100%), Notre Dame University (100%), Virginia Commonwealth University (100%), and Mary Baldwin College (66.7%). The only institution not receiving any excellent or good ratings was Old Dominion University (the sole respondent rated it as fair).

**TABLE 27: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR COLLEGE OR UNIVERSITY**

| COLLEGE OR UNIVERSITY | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| Mary Baldwin College | 6 | 66.7% | 3 | 33.3% | 0 | 0.0% | 0 | 0.0% |
| University of Virginia | 2 | 25.0% | 4 | 50.0% | 2 | 25.0% | 0 | 0.0% |
| James Madison | 0 | 0.0% | 4 | 80.0% | 1 | 20.0% | 0 | 0.0% |
| Radford | 3 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Temple | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Notre Dame | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 1 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Virginia Commonwealth | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Old Dominion | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Baylor | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Longwood | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- | -- | -- |
| TOTAL | 13 | 40.6% | 15 | 46.9% | 4 | 12.5% | 0 | 0.0% |

Note that percentage figures are by row (college or university).

Four-year academic programs in which PVCC graduates were enrolled and in which half or more of the respondents rated their PVCC academic preparation as excellent were American Studies (100%), Computer Science (100%), English (100%), Library Science (100%), Nursing (100%), Psychology (100%), Sociology (100%), and Art

(66.7%). Three fields did not receive any excellent or good ratings. The sole respondents in accounting, engineering, and physical education rated their PVCC preparation as fair.

These evaluations are comparable to those of previous graduating classes. As can be seen in Table 29, the percentages of 1986-1987 AA/AS respondents rating their PVCC preparation as excellent and good were slightly higher than those of 1985-1986 respondents, and the percentage rating their PVCC preparation as fair was slightly lower.

TABLE 28: EVALUATION OF 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER BY FOUR-YEAR FIELD OF STUDY

| FIELD OF STUDY | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| Accounting | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| American Studies | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Anthropology | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Art | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% | 0 | 0.0% |
| Business | 3 | 33.3% | 5 | 55.6% | 1 | 11.1% | 0 | 0.0% |
| Computer Science | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Education | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Engineering | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| English | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Environmental Science | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| History | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| International Studies | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Journalism | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Library Science | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Nursing | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Physical Education | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Psychology | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Sociology | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Visual Arts | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| TOTAL | 13 | 41.9% | 14 | 45.2% | 4 | 12.9% | 0 | 0.0% |

Note that percentage figures are by row (field of study).

As can be seen in Figure 10, most respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred. Over

forty percent felt they were better prepared, 33.3% felt they were about as well prepared, and 25.9% felt they were less prepared.

These evaluations are broken down by PVCC degree and academic program in Table 30.

TABLE 29: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION FOR COLLEGE TRANSFER

| YEAR | Excellent | | Good | | Fair | | Poor | |
|---|---|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. | No. | Pct. |
| 1979-1980 | 6 | 35.3% | 9 | 52.9% | 2 | 11.8% | 0 | 0.0% |
| 1980-1981 | 8 | 33.3% | 14 | 58.3% | 2 | 8.3% | 0 | 0.0% |
| 1981-1982 | 11 | 37.9% | 15 | 51.7% | 3 | 10.3% | 0 | 0.0% |
| 1982-1983 | 10 | 34.5% | 10 | 34.5% | 9 | 31.0% | 0 | 0.0% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | | | |
| 1984-1985 | 10 | 43.5% | 7 | 30.4% | 6 | 26.1% | 0 | 0.0% |
| 1985-1986 | 11 | 39.3% | 12 | 42.9% | 5 | 17.9% | 0 | 0.0% |
| 1986-1987 | 12 | 40.0% | 13 | 43.3% | 5 | 16.7% | 0 | 0.0% |

Note that percentage figures are by row (year).

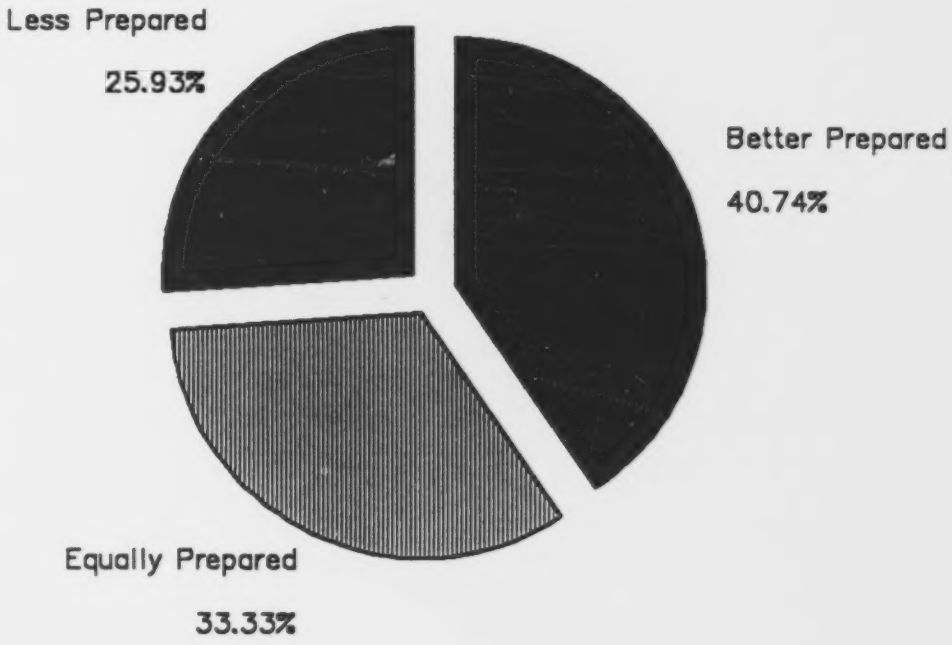



FIGURE 10: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

Sixty percent of those earning the AA degree claimed they were better prepared academically than students beginning as freshmen at the four-year schools to which they transferred. Thirty percent claimed they were about as well prepared, and 10% that they were less prepared. Those earning the AS degree felt less confident. Twenty-nine and four-tenths percent felt they were better prepared, 23.5% felt they were about as well prepared, and 47.1% felt they were less prepared. The most confident of all were respondents earning the AAS degree. Two-thirds felt better prepared and one-

third felt about as well prepared.

PVCC programs in which half or more of the respondents indicated they were better prepared than students beginning as freshmen at the four-year transfer schools were nursing (100%) and liberal arts (71.4%). Programs in which half or more the respondents indicated they were less prepared were general studies (75%) and science (66.7%).

TABLE 30: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC BY ACADEMIC PROGRAM FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

| PROGRAM | Better Prepared No. | Pct. | Equally Prepared No. | Pct. | Less Prepared No. | Pct. |
|---|---|---|---|---|---|---|
| Liberal Arts | 5 | 71.4% | 2 | 28.6% | 0 | 0.0% |
| Fine Arts | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% |
| A.A. DEGREE | 6 | 60.0% | 3 | 30.0% | 1 | 10.0% |
| Business Administration | 2 | 50.0% | 0 | 0.0% | 2 | 50.0% |
| Education | 2 | 33.3% | 3 | 50.0% | 1 | 16.7% |
| General Studies | 1 | 25.0% | 0 | 0.0% | 3 | 75.0% |
| Science | 0 | 0.0% | 1 | 33.3% | 2 | 66.7% |
| A.S. DEGREE | 5 | 29.4% | 4 | 23.5% | 8 | 47.1% |
| Accounting | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Nursing | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| A.A.S. DEGREE | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% |
| Electronics Servicing | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| CERTIFICATE | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| TOTAL | 13 | 41.9% | 9 | 29.0% | 9 | 29.0% |

Note that percentage figures are by row (program).

These evaluations are presented by four-year institutions in Table 31 and by four-year fields of study in Table 32. All respondents at four institutions (Temple University, Notre Dame University, Baylor University, and Longwood College) felt better prepared academically in comparison to students who began as freshmen at these four institutions. All respondents at three institutions (George Mason University, Virginia Commonwealth University, and Old Dominion University) felt less prepared. It should be noted

TABLE 31: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR INSTITUTION OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

| COLLEGE OR UNIVERSITY | Better Prepared No. | Pct. | Equally Prepared No. | Pct. | Less Prepared No. | Pct. |
|---|---|---|---|---|---|---|
| Mary Baldwin College | 4 | 80.0% | 1 | 20.0% | 0 | 0.0% |
| University of Virginia | 1 | 12.5% | 5 | 62.5% | 2 | 25.0% |
| James Madison | 1 | 25.0% | 1 | 25.0% | 2 | 50.0% |
| Radford | 1 | 33.3% | 2 | 66.7% | 0 | 0.0% |
| Temple | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Notre Dame | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Virginia Commonwealth | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Old Dominion | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Baylor | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Longwood | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 11 | 40.7% | 9 | 33.3% | 7 | 25.9% |

Note that percentage figures are by row (college or university).

that data for each of these seven institutions are limited to that reported by one respondent. In this sense, care should be exercised in arriving at conclusions. At the school with the most respondents, Mary Baldwin College, 80% of the respondents felt better prepared than students beginning as freshmen, and 20% felt about as well prepared. At the University of Virginia, only 12.5% felt better prepared, 62.5% felt equally prepared, and 25% felt less prepared.

TABLE 32: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS BY FOUR-YEAR FIELD OF STUDY OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

| FIELD OF STUDY | Better Prepared No. | Pct. | Equally Prepared No. | Pct. | Less Prepared No. | Pct. |
|---|---|---|---|---|---|---|
| Accounting | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| American Studies | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Anthropology | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Art | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% |
| Business | 3 | 60.0% | 1 | 20.0% | 1 | 20.0% |
| Computer Science | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Education | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Electronics | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Engineering | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| English | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Environmental Science | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| History | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| International Studies | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Journalism | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Library Science | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Nursing | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Physical Education | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Psychology | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Sociology | .. | .. | .. | .. | .. | .. |
| Visual Arts | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| TOTAL | 11 | 42.3% | 9 | 34.6% | 6 | 23.1% |

Note that percentage figures are by row (field of study).

All respondents in six four-year fields of study (American studies, education, English, journalism, nursing, and visual arts) felt better prepared academically in comparison to students who began as freshmen at four-year institutions. All respondents in four fields (accounting, anthropology, engineering, and physical education) felt less prepared. Again, because only one respondent reported data for each of these 10 fields, care should be exercised in arriving at conclusions. In the field with the most respondents, business, 60% of the respondents believed they were better prepared, and 20% believed they were equally prepared.

These evaluations are somewhat different than those of previous graduating classes. As can be seen in Table 33, a larger percentage of 1986-1987 respondents

TABLE 33: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THEIR ACADEMIC PREPARATION AT PVCC IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

| YEAR | Better Prepared No. | Pct. | Equally Prepared No. | Pct. | Less Prepared No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | 4 | 22.2% | 11 | 61.1% | 3 | 16.7% |
| 1980-1981 | 4 | 16.7% | 17 | 70.8% | 3 | 12.5% |
| 1981-1982 | 8 | 28.6% | 14 | 50.0% | 6 | 21.4% |
| 1982-1983 | 10 | 32.3% | 15 | 48.4% | 6 | 19.4% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 6 | 28.6% | 9 | 42.9% | 6 | 28.6% |
| 1985-1986 | 8 | 29.6% | 15 | 55.6% | 4 | 14.8% |
| 1986-1987 | 11 | 40.7% | 7 | 25.9% | 9 | 33.3% |

Note that percentage figures are by row (year).

receiving the AA or AS degrees considered themselves better prepared than students beginning as freshmen at four-year colleges and universities, a smaller percentage considered themselves equally prepared, and a larger percentage considered themselves less prepared. In this respect, 1986-1987 respondents were more polarized than previous graduating classes, feeling either better prepared or less prepared than students who started as freshmen at four-year institutions.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, two-thirds of the survey respondents felt the quality was the same at both institutions. Slightly over 20% felt PVCC offered better quality instruction, and approximately 11% felt the four-year college offered better quality instruction. The evaluation of quality of instruction by four-year institution is presented in Table 34.

**TABLE 34:** EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| COLLEGE OR UNIVERSITY | PVCC better quality | | Both colleges the same | | PVCC less quality | |
|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. |
| Mary Baldwin College | 1 | 20.0% | 4 | 80.0% | 0 | 0.0% |
| University of Virginia | 3 | 42.9% | 3 | 42.9% | 1 | 14.3% |
| James Madison | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% |
| Radford | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| Temple | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Notre Dame | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Virginia Commonwealth | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Old Dominion | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Baylor | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Longwood | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 6 | 22.2% | 18 | 66.7% | 3 | 11.1% |

Note that percentage figures are by row (college or university).

TABLE 35: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE QUALITY OF INSTRUCTION BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| YEAR | PVCC better quality | | Both colleges the same | | PVCC less quality | |
|---|---|---|---|---|---|---|
| | No. | Pct. | No. | Pct. | No. | Pct. |
| 1979-1980 | 6 | 33.3% | 8 | 44.4% | 4 | 22.2% |
| 1980-1981 | 2 | 8.7% | 17 | 73.9% | 4 | 17.4% |
| 1981-1982 | 5 | 18.5% | 14 | 51.9% | 8 | 29.6% |
| 1982-1983 | 10 | 31.3% | 16 | 50.0% | 6 | 18.8% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 2 | 9.1% | 12 | 54.5% | 8 | 36.4% |
| 1985-1986 | 6 | 23.1% | 16 | 61.5% | 4 | 15.4% |
| 1986-1987 | 4 | 17.4% | 16 | 69.6% | 3 | 13.0% |

Note that percentage figures are by row (year).

In comparison to previous graduating classes, more 1986-1987 survey respondents who had earned the AA or AS degrees at PVCC felt both PVCC and their four-year schools were the same, and less felt that either PVCC or the four-year schools offered better quality instruction. In this respect, 1986-1987 respondents were not as polarized as some of the recent graduating classes, most feeling both schools offered quality instruction.

With respect to the strictness of grading practices, most of the respondents (60.7%) felt that PVCC and the four-years schools to which they had transferred were about the same (see Table 36). Thirty-two and one-tenth percent felt that PVCC was less strict in its grading practices, and 7.1% felt that it was stricter.

**TABLE 36: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED**

| COLLEGE OR UNIVERSITY | PVCC stricter No. | PVCC stricter Pct. | Both colleges the same No. | Both colleges the same Pct. | PVCC less strict No. | PVCC less strict Pct. |
|---|---|---|---|---|---|---|
| Mary Baldwin College | 0 | 0.0% | 5 | 100.0% | 0 | 0.0% |
| University of Virginia | 1 | 12.5% | 3 | 37.5% | 4 | 50.0% |
| James Madison | 0 | 0.0% | 3 | 60.0% | 2 | 40.0% |
| Radford | 0 | 0.0% | 2 | 66.7% | 1 | 33.3% |
| Temple | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Notre Dame | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Virginia Commonwealth | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Old Dominion | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Baylor | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Longwood | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 2 | 7.1% | 17 | 60.7% | 9 | 32.1% |

Note that percentage figures are by row (college or university).

**TABLE 37: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF THE STRICTNESS OF GRADING PRACTICES BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED**

| YEAR | PVCC stricter No. | Pct. | Both colleges the same No. | Pct. | PVCC less strict No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | 1 | 5.6% | 7 | 38.9% | 10 | 55.6% |
| 1980-1981 | 0 | 0.0% | 8 | 36.4% | 14 | 63.6% |
| 1981-1982 | 0 | 0.0% | 13 | 46.4% | 15 | 53.6% |
| 1982-1983 | 2 | 6.1% | 21 | 63.6% | 10 | 30.3% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 0 | 0.0% | 8 | 36.4% | 14 | 63.6% |
| 1985-1986 | 3 | 11.5% | 10 | 38.5% | 13 | 50.0% |
| 1986-1987 | 1 | 4.2% | 9 | 37.5% | 14 | 58.3% |

Note that percentage figures are by row (year).

These evaluations are somewhat similar to those of previous PVCC graduating classes. As can be seen in Table 37, slightly fewer 1986-1987 respondents who had earned the AA or AS degree than 1985-1986 respondents felt PVCC had stricter grading practices.

With respect to student competitiveness, 46.4% of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred, 46.4% thought both schools were equally competitive, and 7.1% thought PVCC was more competitive. As can be seen in Table 38, all respondents at George Mason, Virginia Commonwealth, and Old Dominion Universities felt that students at these schools were more competitive than students at PVCC.

The responses of 1986-1987 PVCC graduates earning the AA or AS degree to the question of student competitiveness were quite different than those of previous graduating classes. Previously, in only one graduating class, that of 1981-1982, did respondents indicate PVCC was more competitive. Also, a smaller percentage of 1986-1987 respondents felt

**TABLE 38:** EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| COLLEGE OR UNIVERSITY | PVCC more competitive No. | Pct. | Both colleges the same No. | Pct. | PVCC less competitive No. | Pct. |
|---|---|---|---|---|---|---|
| Mary Baldwin College | 1 | 20.0% | 3 | 60.0% | 1 | 20.0% |
| University of Virginia | 0 | 0.0% | 3 | 37.5% | 5 | 62.5% |
| James Madison | 0 | 0.0% | 2 | 40.0% | 3 | 60.0% |
| Radford | 1 | 33.3% | 1 | 33.3% | 1 | 33.3% |
| Temple | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Notre Dame | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Virginia Commonwealth | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Old Dominion | 0 | 0.0% | 0 | 0.0% | 1 | 100.0% |
| Baylor | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Longwood | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 2 | 7.1% | 13 | 46.4% | 13 | 46.4% |

Note that percentage figures are by row (college or university).

**TABLE 39:** EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF STUDENT COMPETITIVENESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| YEAR | PVCC more competitive No. | Pct. | Both colleges the same No. | Pct. | PVCC less competitive No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | 0 | 0.0% | 5 | 27.8% | 13 | 72.2% |
| 1980-1981 | 0 | 0.0% | 4 | 20.0% | 16 | 80.0% |
| 1981-1982 | 3 | 11.1% | 7 | 25.9% | 17 | 63.0% |
| 1982-1983 | 0 | 0.0% | 10 | 31.3% | 22 | 68.8% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 0 | 0.0% | 8 | 36.4% | 14 | 63.6% |
| 1985-1986 | 0 | 0.0% | 8 | 29.6% | 19 | 70.4% |
| 1986-1987 | 2 | 8.3% | 9 | 37.5% | 13 | 54.2% |

Note that percentage figures are by row (year).

PVCC was less competitive in comparison to previous graduating classes.

While, generally, survey respondents felt that students were less competitive at PVCC than at four-year colleges or universities, they felt that PVCC faculty and staff were friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, over half of the respondents felt PVCC faculty and staff were friendlier, and no respondents felt that their four-year faculty and staff were friendlier.

TABLE 40: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| COLLEGE OR UNIVERSITY | PVCC more friendly No. | Pct. | Both colleges the same No. | Pct. | PVCC less friendly No. | Pct. |
|---|---|---|---|---|---|---|
| Mary Baldwin College | 3 | 50.0% | 3 | 50.0% | 0 | 0.0% |
| University of Virginia | 6 | 75.0% | 2 | 25.0% | 0 | 0.0% |
| James Madison | 3 | 60.0% | 2 | 40.0% | 0 | 0.0% |
| Radford | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% |
| Temple | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Notre Dame | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Virginia Commonwealth | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Old Dominion | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Baylor | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Longwood | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 16 | 55.2% | 13 | 44.8% | 0 | 0.0% |

Note that percentage figures are by row (college or university).

Although the evaluation of faculty and staff friendliness by 1986-1987 PVCC graduates earning the AA or AS degree was similar to that of previous graduating classes, it was less positive than the evaluation by 1985-1986 respondents (see Table 41). One-half of the 1986-1987 respondents felt PVCC faculty and staff were friendlier as compared to 63% of the 1985-1986 respondents.

TABLE 41: EVALUATION BY AA/AS PVCC GRADUATE SURVEY RESPONDENTS OF FACULTY AND STAFF FRIENDLINESS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| YEAR | PVCC more friendly No. | Pct. | Both colleges the same No. | Pct. | PVCC less friendly No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | 8 | 47.1% | 9 | 52.9% | 0 | 0.0% |
| 1980-1981 | 15 | 65.2% | 6 | 26.1% | 2 | 8.7% |
| 1981-1982 | 14 | 50.0% | 11 | 39.3% | 3 | 10.7% |
| 1982-1983 | 22 | 68.8% | 10 | 31.3% | 0 | 0.0% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 10 | 45.5% | 12 | 54.5% | 0 | 0.0% |
| 1985-1986 | 17 | 63.0% | 9 | 33.3% | 1 | 3.7% |
| 1986-1987 | 13 | 50.0% | 12 | 46.2% | 1 | 3.8% |

Note that percentage figures are by row (year).

Nearly 60% (58.6%) of the 1986-1987 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Slightly over 30% (34.5%) felt individual attention shown to students was the same at both colleges, and 6.9% felt that more individual attention was shown students at their

TABLE 42: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| COLLEGE OR UNIVERSITY | PVCC shows more attention No. | Pct. | Both colleges the same No. | Pct. | PVCC shows less attention No. | Pct. |
|---|---|---|---|---|---|---|
| Mary Baldwin College | 3 | 50.0% | 1 | 16.7% | 2 | 33.3% |
| University of Virginia | 6 | 75.0% | 2 | 25.0% | 0 | 0.0% |
| James Madison | 4 | 80.0% | 1 | 20.0% | 0 | 0.0% |
| Radford | 2 | 66.7% | 1 | 33.3% | 0 | 0.0% |
| Temple | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Notre Dame | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| George Mason | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Virginia Commonwealth | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Old Dominion | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Baylor | 0 | 0.0% | 1 | 100.0% | 0 | 0.0% |
| Longwood | 1 | 100.0% | 0 | 0.0% | 0 | 0.0% |
| Mary Washington | -- | -- | -- | -- | -- | -- |
| TOTAL | 17 | 58.6% | 10 | 34.5% | 2 | 6.9% |

Note that percentage figures are by row (college or university).

four-year school than at PVCC (see Table 42).

The evaluation by 1986-1987 AA and AS graduate survey respondents with respect to individual student attention was slightly less positive than that of previous graduating classes (see Table 43). Fewer respondents in 1986-1987 indicated PVCC shows more individual student attention.

TABLE 43: EVALUATION BY PVCC AA/AS GRADUATE SURVEY RESPONDENTS OF INDIVIDUAL ATTENTION SHOWN STUDENTS BETWEEN PVCC AND THE FOUR-YEAR COLLEGES AND UNIVERSITIES TO WHICH THEY TRANSFERRED

| YEAR | PVCC shows more attention No. | Pct. | Both colleges the same No. | Pct. | PVCC shows less attention No. | Pct. |
|---|---|---|---|---|---|---|
| 1979-1980 | 14 | 77.8% | 3 | 16.7% | 1 | 5.6% |
| 1980-1981 | 16 | 69.6% | 3 | 13.0% | 4 | 17.4% |
| 1981-1982 | 18 | 64.3% | 8 | 28.6% | 2 | 7.1% |
| 1982-1983 | 22 | 66.7% | 10 | 30.3% | 1 | 3.0% |
| 1983-1984 | (A follow-up survey was not conducted) | | | | | |
| 1984-1985 | 15 | 68.2% | 5 | 22.7% | 2 | 9.1% |
| 1985-1986 | 19 | 70.4% | 7 | 25.9% | 1 | 3.7% |
| 1986-1987 | 14 | 56.0% | 9 | 36.0% | 2 | 8.0% |

Note that percentage figures are by row (year).

Most 1986-1987 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services.

None of the respondents rated any service as poor. Two-thirds of those evaluating Co-op college transfer services rated them as excellent, and one-third rated

them as good. With respect to academic programs, 57.1% of the respondents rated them as excellent, 28.6% rated them as good, and 14.3% rated them as fair. Faculty services were rated excellent by 47.4% of the respondents, good by 47.4%, and fair by 5.3%. College transfer assistance by Student Services was rated as excellent by 25% of the respondents, good by 37.5%, and fair by 37.5%.

TABLE 44: EVALUATION BY 1986-1987 PVCC GRADUATE SURVEY RESPONDENTS OF COLLEGE TRANSFER ASSISTANCE SERVICES AT THE COLLEGE

| SERVICE | Excellent No. | Excellent Pct. | Good No. | Good Pct. | Fair No. | Fair Pct. | Poor No. | Poor Pct. |
|---|---|---|---|---|---|---|---|---|
| Student Services | 2 | 25.0% | 3 | 37.5% | 3 | 37.5% | 0 | 0.0% |
| Academic Program | 8 | 57.1% | 4 | 28.6% | 2 | 14.3% | 0 | 0.0% |
| Faculty | 9 | 47.4% | 9 | 47.4% | 1 | 5.3% | 0 | 0.0% |
| Co-operative Education | 4 | 66.7% | 2 | 33.3% | 0 | 0.0% | 0 | 0.0% |
| OTHER | 0 | 0.0% | 2 | 100.0% | 0 | 0.0% | 0 | 0.0% |

Note that percentage figures are by row (service).

## CONCLUSIONS

Major findings of this study included:

1. Most 1986-1987 PVCC graduate survey respondents found meaningful and satisfying employment. Over 60% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Eighty-four percent were either very satisfied (27.4%) or satisfied (56.6%) with their current jobs, and over 60% planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (22.7%), secretary (14.5%), accountant (5.4%), business manager (3.6%), law enforcement official (3.6%), and respiratory therapist (3.6%).

3. The mean, or average, annual salary earned by 1986-1987 graduate survey respondents was $18,933, and the median, or midpoint, salary was $18,500. The highest salary reported was $50,000 and the lowest $1,702. The distribution of salaries was fairly normal with nearly 80% of all respondents earning between $10,000 and $25,000. Males earned more than females, and older respondents earned more than younger respondents.

4. Over 90% of the survey respondents believed that PVCC provided excellent (34.6%) or good (58.9%) academic preparation for jobs. Only 3.4% believed PVCC provided fair academic preparation, and only 2.8% believed it provided poor academic preparation.

5. Almost all survey respondents felt they were academically better (49.5%) or equally (48.5%) prepared in comparison to other new employees within the same career fields. Only 2% felt they were not as well prepared.

6. More 1986-1987 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to Mary Baldwin College than to any other institution. Most of these are enrolled in the joint adult degree program between Mary Baldwin and PVCC. Two other institutions enrolled large numbers of survey respondents: the University of Virginia (24.2%) and James Madison University (15.2%). By far the most popular field of study at four-year institutions was business. Over 30% of the respondents attending four-year schools were enrolled in business programs.

7. Most 1986-1987 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was

3.210. The lowest GPA reported was 2.000 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (40.6%) or good (46.9%) academic preparation for transfer. None felt that PVCC provided poor preparation. Most respondents also believed they were better (40.7%) or equally (33.3%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that both colleges had equally strict grading practices, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at transfer colleges.

# APPENDIX A

## GRADUATE SURVEY

# Piedmont Virginia Community College
## Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

**Instructions:** Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

---

**I. Employment:**

1. Currently I am:

_____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
_____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
_____ Serving in the military full-time.
_____ Serving as a homemaker full-time.
_____ Unemployed (seeking employment).
_____ Unemployed (NOT seeking employment).

If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist
_____ Computer programmer
_____ Data Entry Operator
_____ Systems Analyst
_____ Business Manager
_____ Sales Clerk
_____ Secretary
_____ Typist
_____ Electrician
_____ Electronics Worker
_____ Child Care Worker
_____ Law Enforcement Official
_____ Draftsman
_____ Draftsman (computer-aided)
_____ Health Technician
_____ Respiratory Technician
_____ Nurse
_____ Accountant
_____ Educator
_____ Drama/Theatre worker
_____ Musician
_____ Laboratory Technician
_____ Engineer Technician
_____ Journalist
_____ Construction worker
_____ OTHER (please list)
_____

3. My exact job title is _____

4. The name of my employer is _____

5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No.

6. My annual salary is _____ (based on approx. _____ hrs./week).

7. My job is

_____ Very satisfying (a superior job)
_____ Satisfying (a good job)
_____ Not very satisfying (a fair job)
_____ Unsatisfying (a poor job).

8. I _____ do _____ do not intend to pursue this job as a long-range career.

9. I obtained this job:

_____ Before attending PVCC
_____ While attending PVCC
_____ After graduating from PVCC.

10. I received assistance from PVCC in obtaining this job: _____ Yes _____ No.

11. Rate the quality of career assistance received from the following:

| | EXCELLENT | GOOD | FAIR | POOR | NOT APPLICABLE |
|---|---|---|---|---|---|
| Student Services | _____ | _____ | _____ | _____ | _____ |
| Academic program | _____ | _____ | _____ | _____ | _____ |
| Faculty | _____ | _____ | _____ | _____ | _____ |
| Co-op. program | _____ | _____ | _____ | _____ | _____ |
| OTHER (please list) | | | | | |
| _____ | _____ | _____ | _____ | _____ | _____ |

12. Overall, in relation to my present job, the academic preparation I received from PVCC was:

| EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|
| _____ | _____ | _____ | _____ |

13. I participated in the Co-op. program _____Yes _____ No.
I obtained my job after graduation through the Co-op. program _____ Yes _____ No.

14. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

---

.-OVER-

**II. Further Education**

1. I am: _____ Attending a four-year college or university full-time.
   _____ Attending a four-year college or university part-time.
   _____ Attending a community college full-time.
   _____ Attending a community college part-time.
   _____ Attending some other type of school.
   _____ Not presently attending school (if you checked this, skip ahead to section III).
2. Name of School _____
3. Address of School _____
4. Major Field of Study _____
5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.
6. The preparation at PVCC for my current studies was:
   _____ Excellent _____ Good _____ Fair _____ Poor.
7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.
8. PVCC compares to my new school in:

| | PVCC has more | About the same | Current school has more |
|---|---|---|---|
| Degree of student competitiveness | _____ | _____ | _____ |
| Friendliness of faculty and staff | _____ | _____ | _____ |
| Individual attention shown students | _____ | _____ | _____ |
| Strictness of grading practices | _____ | _____ | _____ |
| Quality of instruction | _____ | _____ | _____ |

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.
10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

| | EXCELLENT | GOOD | FAIR | POOR | NOT APPLICABLE |
|---|---|---|---|---|---|
| Student Services | _____ | _____ | _____ | _____ | _____ |
| Academic program | _____ | _____ | _____ | _____ | _____ |
| Faculty | _____ | _____ | _____ | _____ | _____ |
| Co-op. program | _____ | _____ | _____ | _____ | _____ |
| OTHER (please list) _____ | _____ | _____ | _____ | _____ | _____ |

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.
12. The number of credits not accepted by my new school was _____.
    The courses not accepted were _____

**III. Comments and Suggestions**

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

# APPENDIX B

## SURVEY COVER LETTERS

January 10, 1988

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

February 22, 1988

Dear PVCC Graduate:

A month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. We need this information so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Please help us gather accurate and reliable information. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

March 31, 1988

Dear PVCC Graduate:

In January, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In February, I wrote again asking you to return the questionnaire. It is now nearly April and I still have not received a completed questionnaire from you.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

Please help us gather accurate and reliable information. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research
and Planning

encl

# APPENDIX C

## SELECTED COMMENTS BY SURVEY RESPONDENTS

## GENERAL

I have thought long and hard about my two years (and 2 summers) at PVCC. I have looked for a flaw--any flaw--in hopes of providing constructive criticisms for the improvement of an already fine college. In ail sincerity, my only comment is: why can't it be a four-year college? I know this is not possible so I will have to be satisfied with to know that I was able to enjoy two well-spent years at PVCC, and will hang my associates degree very proudly beside my Bachelor's degree nex May.

I enjoyed my four years as a part-time student at PVCC. I was 50 when I had the chance to return to school and was naturally somewhat apprehensive, especially when I noticed that some of my instructors were about the age of my children. I can now say that I received total acceptance from all staff, made many friends and "got along" fine with just about all " the kids." Perhaps the above comments have not much to do with the curriculum and services in general, but I feel that it was the friendly, helpful atmosphere at PVCC that encouraged me to do my best and have fun doing it. The only improvement I can think of is to make PVCC a four year school, so that students like myself could continue their education while working and taking care of a family.

No additional comments other than the fact that I feel PVCC is an excellent junior college and I am proud to have graduated from it. I look forward to taking other courses from PVCC where applicable towards the Mary Baldwin program.

Make PVCC a four year college! I would like to take classes through PVCC and enroll at Mary Baldwin in the adult degree program in the fall of 88. PVCC is a good school. Thanks!!

It has been my unfortunate experience to attend classes with students who were, in my opinion, functionally illiterate. I was shocked during one class when a student reading out loud became stuck on every third word--words such as "obviously," "accepted," and the like. He had to be told what the word was before he could continue. I couldn't believe my ears. How can an individual read a textbook or take an exam it he's illiterate, not to mention pass the course? How did someone who's illiterate get into the class? I believe that this situation hurts the student, because he must struggle with his problem (and compensate for it in what are not always the most ethical of ways) rather than learning to read before continuing with regular college work. This situation hurts the school, because the school awards a degree to an illiterate person, that illiterate person gets a job on the basis of that degree, and the employer finds out eventually that the degree was awarded to an illiterate person. Consequently, he wonders what kind of school PVCC is. A few graduates like that can easily spoil the reputation of the school. The situation hurts other PVCC students as well, because it "cheapens" their degrees by association. When I first noticed this problem in one class, I kept track of

the situation by observation when I had had additional classes with that same person. I initially felt certain that he would never be able to get through school, but he did, and he graduated with an AAS degree in 1987, along with me and numerous others (you no doubt sent him a survey to complete as well). Obviously, either the screening process is inadequate, or the school believes that a person can tackle college level coursework at the same time he is learning to read (or maybe he learns to read by taking college courses). This brings me to another point I would like to make, and although I am certain that PVCC is merely abiding by state-mandated guidelines, I feel that I must make my feelings known about this matter anyway. If you have ever taken a course in which a fellow classmate earns a "D" grade, you probably know that that person leaves that class without having learned a thing. At PVCC, when a person earns a "D" he is still given credit for that course towards a degree, but this simply should not be. To give that person credit implies that competency has been achieved in the course, and since many employers don't look at grade transcripts but rely on the fact that the employee has "earned" a degree from PVCC, this again tells the world that PVCC awards diplomas to anyone. Finally there is one more area of concern, and it is one that I hesitate to discuss but feel that I must. While I have been immensely satisfied with 99% of the faculty that I have dealt with at PVCC (and I have dealt with a considerable number of them, especially within the Business & Technologies Division), I have been greatly disappointed with some of the Data Processing courses that I have taken. I don't think I am alone in feeling this way, since many students I have spoken with are now avoiding certain courses, because they don't want to deal with the hassles they know that they will encounter. Other "hard core" DP students are simply grinning and bearing it. I don't want this criticism to reflect badly on the Data Processing Department as a whole, because I have received excellent help from many of the faculty, and have never taken courses from many of the others. But the courses in computer programming that I have taken have been very disappointing. I completed the courses requirements and earned an "A" in each, but they may as well have been independent study classes. We received no clear direction, no feedback on the quality of our programming projects, and class time was mostly confusing. What makes it worse, in a way, to raise these criticisms, is that the professor is a very nice person and has the knowledge, but has not been able to communicate this knowledge in a coherent manner to the students, so that the puzzle can be pieced together to form the Big Picture of the course. Finally, let me say, Thank Heavens you're instituting the Semester System!

I think that PVCC was a really great college to attend.

Help students to earn wages to better finance their education. I turned to the Army as a means to better myself and receive funding to continue college in order to earn my bachelor's degree. My decision turned out to be a very bad one.

PVCC encouraged me in all ways--as a person, student, member of the community. They contributed to my increased feelings of self-worth. I enjoyed my studies and my instructors very much and plan to further my education through PVCC.

I merely received my certificate at graduation and am now working on my associate degree in same area of study.

In my opinion, the school served my needs well. I enjoyed the time I spent there and hope to be able to continue my education further.

I plan to return to PVCC next school period and enter the Mary Baldwin Adult Degree program to continue my education.

I found PVCC to be very flexible which was important for someone older than a typical college student. I will always feel comfortable taking classes through PVCC.

I plan to register at Mary Baldwin within the next few months. I am very pleased to have the PVCC degree and I am looking forward to further educational opportunities, some at PVCC through the Adult Ed. program.

I was working on a degree in Business Management, but I did not complete it. I have about 70 credits toward a degree. I took all the Air Conditioning and Heating courses and they help a great deal in my job. I will say that PVCC helps to prepare to go out and meet the public better than I was before I started PVCC.

I really feel I learned much from the courses taken. It was nice to be included in the PVCC graduating class. I am 44 years old and still have a son at home. I hope to pursue some type of degree in the future and am very much interested in furthering my education in any possible way.

PVCC gave me an excellent start in receiving my college education. I would recommend it to anyone.

I am presently working full-time, and taking several classes at Piedmont. I am in the process of applying for transfer to one of several four-year schools. I would like to pursue accounting, but had not decided upon this until after I had completed my associates degree in liberal arts at PVCC.

One drawback was that I commuted from Harrisonburg and Staunton. On snowy days it was very hard to get information about school closings early in the morning as I had to leave before 6 A.M.

As an adult student, I feel PVCC should offer more 5:30-7:00 classes, so 2 classes can be taken per night, reducing nights spent at PVCC per week.

I was employed at North Anna Power station in 1981 after spending 6 years in the USAF in a related field. I had taken approximately 1.5 years of a 2 year degree before returning to Virginia. When I got in a position to again start school the faculty at PVCC was very helpful. I feel that the courses I have taken at PVCC have made me a better employee and has given me confidence to take on new challenges.

Assuming you still have city bus transportation, I think PVCC is doing all it can to serve the community and the mailings and radio ads, etc. are effective. I can't think of anything [else]--I was very satisfied and proud to graduate from PVCC.

## TRANSFER TO FOUR-YEAR COLLEGES AND UNIVERSITIES

I am contemplating going to PVCC full time this fall for one year and transferring to get a four-year degree. This would not be necessary if my degree would transfer more courses. But unfortunately it doesn't. That is my only regret--But hey! I am grateful for my two-year degree.

PVCC is a small school compared to Radford. I liked the attention at PVCC and student-teacher relations at Piedmont.

Perhaps better contact with four-year institutions instead of
relying so heavily on only the catalogs, etc., for better or equal transfer of credits--i.e., end PVCC as a second-year and start as third-year at four-year institution as strictly third-year and not having to integrate first, second, and third-year all together.

I would like to clarify "Strictness of Grading Practice". At my new school there is a different grading scale in many classes. They use a 7-point scale. So the teachers make it harder to get higher grades. Also the teachers here give fewer assignments in comparison and therefore make it harder to pull up a bad grade. I feel that the education I received at PVCC was excellent. I feel that it prepared me very well for my course work here.

I feel that my time at PVCC gave me a broader scope, a wider selection of an education. I had a diversified selection of classes which allowed me to better choose my majors. I expected Baylor to be harder, maybe because it was a four-year college but it wasn't. I was prepared for it better than I expected.

Please check other institutions for their classes required. I had to either retake or play catch-up with my first year of school at ODU. This extended my years at ODU thus forestalling my future.

I am disappointed in the lack of an advisor at PVCC. Especially in the transfer program. Most of the courses I took would transfer, unfortunately the number actually fitting into JMU's requirements for a BS in art were not optimal. In order to graduate with my class I am forced to take 19 credit hours for 4 semesters at JMU. I would seriously recommend making the transfer guide more readily available to your students, or at least some guidance in choosing courses.

I would recommend that someone look into the appropriate science that the majority of college will take as transfer credit. For example, JMU prefers Human Biology 105 which is similar to NASC 111, 112, 113 Health Science which is taught at PVCC. They give you credit for taking the General Biology but it is not credit towards one degree. I realize it may depend on which major one is in but I have a roommate in the similar position who also attended PVCC and they would not accept her General Biology either but since she had taken College Chemistry 111, 112, 113 at PVCC they gave her full credit to complete her science requirements.

I think going to the semester system would be of great help to transferring students. My credits transferred as I expected because I had been forewarned by other students that they wouldn't transfer. The reason I lost so many credits is that Temple took part 2 and 3 of class together for 3 credits and gave only 2 credits for the first.

I had a problem with Mary Baldwin's Adult Degree Program, and will possibly be forced to pay back $1,500. No one stood up for me and I received no credits from Mary Baldwin. I feel that this program should be investigated. Also other colleges should be used rather than just Mary Baldwin. I feel that black colleges should be pulled into this Adult Degree Program. I feel that, rather than to educate, Mary Baldwin's goals are to make money regardless as to how.

**EMPLOYMENT**

I was hoping for some kind of help from someone in obtaining the best possible [job] with my degree--but assistance was poor and I had to settle for an underclass job that doesn't pertain to my degree to help me have money (little at that) to get by.

The first suggestions that I have is to have some type of job placement at PVCC. Perhaps associated with UVA, Albemarle County, the city and other areas and communities where the PVCC graduate would be really helped. Presently this does not exist. A degree from PVCC is a great degree, however, when you have great trouble in finding a good job, degree-related type of work, help is needed.
It took me approximately 4 to 5 months after graduating from PVCC to get a job. Every secretarial position that I tried for-the employer was looking for someone with more experience. I did have a secretary position but I turned it down because I didn't feel comfortable with the environment. Attending PVCC did give me extra skills that I didn't have beforehand, and I am glad that I took off two years to go there.

I am continuing part-time at PVCC with the possibility of participating in the Mary Baldwin Adult Degree Program. My AAS in Computer-Aided Drafting and Design has not been useful in obtaining employment. This is perhaps more difficult because I choose not to relocate at this time. The follow up placement assistance has not been helpful, although there may be educationally relevant jobs in other areas out of the state.

I obtained my associate degree in an effort to get out of operations into programming but Centel is currently in the process of moving its programming department to Chicago--I am unhappy with my position as a computer operator because, in this company, it is a dead-end job. The service dates of our operators span from a minimum of one year to a maximum of 22 years employment with Centel. Thirteen of the fourteen operators I have worked for the company for a minimum of 6 years.

## PVCC FACULTY AND STAFF

I must say that at Piedmont I have found a lot of caring and considerate faculty. However, I have also ran across a lot of uncaring and unconsiderate administration and some faculty. However in my case over the past 7 years I feel that the good outnumbers the bad. It is my hope that these suggestions will be used, or at least considered. There are a lot of good people at PVCC; a lot which I admire, a lot that are for real, and a lot that care. If my being a graduate means something then I encourage you to do good, I encourage you to do that which is right and just.

The education I have received at PVCC has prepared me well. In the fall of 88 I will be full time at UVA not just in the ROTC there and I feel I will be ready. The only problem I feel there is at Piedmont is that some instructors are so involved in their individual profession and ideals, they feel all students taking their course must be just as involved. I just want to learn, not constantly indiscreetly be reminded that I am a member of a sex and race that has been so uncaring and racist towards others. Other instructors are extremely good and I learned a lot from them.

Somehow the instructors need to be screened for competency. One or two I had were very poor. On the other hand, there were some very good ones. Some of the classes, especially programming classes, put too much emphasis on tests.

I plan to return to PVCC to continue my degree program. Special thanks to [my teachers] who are so very interested in your learning. In their classes you're still wide awake and interested at 10 P.M. Their enthusiasm is contagious.

PVCC should hire more PVCC graduates. Perhaps make a few new positions if the school's budget allows such. Cut back on the overload of Administrative Personnel and have that money for PVCC graduates. Remember that without the PVCC graduate, what would be the purpose of the school? Some of my other suggestions include hiring persons in the upper offices that are into helping people--all of PVCC's students regardless of race, creed or color. I wonder if there is a problem with race? If there is, this should be looked into.

The faculty at PVCC is especially, repeat, unusually, friendly and helpful.

I believe that more people need to be instructing at PVCC in fields they are related to, such as Nurses in Nursing, Engineers in Engineering and Drafting, etc. These people may not be teachers as such but I believe that they lend insight to students who sometimes are not as well prepared for the "outside world" if they are taught by an instructor who only teaches and doesn't teach and lend insight to relations of the classes to careers and jobs.

The instructors that I had were excellent. In their busy schedules they seemed to take the time to help students out when they were asked. I would like to see the Grading scales be the same in each class; be consistent.

## ADVISING AND COUNSELING SERVICES

I was very disappointed with the Counseling Dept. at PVCC. There was hardly ever a follow up from a counselor; you were better off not seeing a counselor. They always appeared to be at meetings--just never around when you needed them. Finally, PVCC is a great college-I would and have recommended it to several people.

The counseling services need to be improved.

No representative ever contacted me to go over what courses were better suitable to my needs; a plan of action.

As a foreign student I found that at PVCC there was not enough staff to guide me along as to what courses to take and how actually the system operates over here. If PVCC has an increase in enrollment of students from foreign countries it would probably make their experience [better] if there were someone who better understood their special needs. As for the curriculum in the classes I took, I found them all very satisfactory. Thank you!

## CO-OPERATIVE EDUCATION

Co-op services should be advertised more, especially to adult students, adapting anew to school and possibly displaced in employment.

The degree requirement for co-op is ludicrous if you are simply trying to further your education for the job you already have.

## CURRICULUM (GENERAL)

PVCC should include things in their curriculum like an Associate in Hair Care, two-year degree; Barbering, two-year degree; Radio Broadcasting, two-year degree; Associate in English and Lit., two-year degree; Dental Assistant, two-year degree; Auto Mechanics, two-year degree.

Proficiency in research and writing is what a student needs in advanced classes (second two years). Monitor the new "Faculty Advisory" system--Make sure students actually get informed advice on what classes they need for their long-range plans.

I recommend adding a few courses (optional) in areas such as Management or Business or other indirectly related fields to the Health Care giver curriculums to broaden the job opportunities and variety of work graduates of the programs are qualified for.

The new five-year teacher education program has brought about many requirement changes. The Modern English Grammar and Health 110 may no longer be necessary. An introductory course to the operation of personal computers would be beneficial. I would highly recommend anyone to fulfill the public speaking requirement at PVCC due to the overcrowded situation at UVA.

Add to the curriculum: a 3-quarter 2nd year level Spanish Conversations course, the same for Latin and American History. Require more "writing" emphasis classes in every curriculum.

I am a part-time student at PVCC therefore it's taken quite awhile to graduate. I should be graduating with my degree this year. Prior to this year I had a real problem receiving the class at a time at which I could take them. I am aware that Piedmont will be going to the semester system next year. It would be nice if a system could be established and kept after the new system has been established. In my six years at Piedmont I have experienced two changes in the curriculum which were due to inadequate counseling. I could have very well lost credit for a class. In summary, Piedmont as a community college needs to cater night-time students in the same capacity as full-time day students and establish a set curriculum.

**CURRICULUM (HEALTH CARE)**

I had a wonderful experience at PVCC. The nursing school at PVCC should be commended! I am definitely ahead of my other classmates at UVA. The personal attention received from the instructors at PVCC far exceed those at UVA - Thanks!

I was in the nursing program and compared to the other fellow employees, I did not receive enough information to pass the state board licensure. Now I find it hard to know just what to study for to pass them the next time. Also I have found many parts of my job that I never saw in training. I would strengthen up the program to better prepare people for the boards in Richmond.

I felt that the nursing department at PVCC was exceptional. The staff would bend over backwards in helping students and I have recommended PVCC nursing to inquiring students.

The nursing program is highly recommended by me but the nursing profession is not! PVCC can not prepare you for the terrible way nurses are treated by the doctors and management. At the school the textbooks and teachers are excellent. I found the program difficult but I know the reasons why. No school can tell about the poor pay and choices and no chance of advancement unless someone dies or quits. I loved my time at PVCC and all my instructors worked with me through the hard times. Thank you!

The nursing program was excellent, particularly for people who have a background in the health care field. I was glad to hear that pharmAcology has been added to the curriculum. I feel this was a real deficiency in the program. The faculty are excellent although I felt that they were not always [excellent].

The nursing program was excellent, especially the faculty. More clinical experience is needed with more patients per student to help prepare the new graduates for the "real world."

The best nursing instructor I had is now gone. Some instructors seem to be lacking a lot in clinical skills--it's obvious they know what they're talking about, but never worked in a hospital (or, not long enough) to master certain skills. Some schools require the instructors to work in hospitals during the summer to keep up with the latest--good idea? Comparing nurses from PVCC and ones from UVA-it's obvious who had more clinical experience and seem to be accepted from the present staff better (PVCC!)

While I feel having a degree did not determine my present job, I know it will assist me in pursuing any advancements in the company. As an X-Ray Technologist I find it important for those in my field to obtain associates and bachelor's degrees. The program you have made it convenient for me as a full-time professional to obtain my degree on a part-time basis. Unfortunately, over the past few years there has been a great decline in the health care work force, including Radiologic Technology. I hope one day you might start a full college-based program so the Radiologic Technology student may obtain an Associates degree in two years. I feel this, also with good recruitment will entice young adults back into the health care profession.

PVCC was excellent in the nursing program. At my recent job interview with John Hopkins Hospital they were very impressed with the academics and preparation. Notre Dame will accept everything. I have enjoyed PVCC and the confidence that PVCC gives to the students. Thank you for a great start in my new future and continuing my education.

Respiratory therapy is a very stressful job that also puts many demands on you physically, emotionally and spiritually. It is a very draining field. I have been working steady night shift since I began therefore increasing my activities to EAT-SLEEP-WORK. Needless to say, this is not a rounded rewarding lifestyle. Respiratory therapists mostly deal with end stage dying patients where we help keep them alive in nursing one more day. The doctors with a clear conscience can say they are doing everything possible for the patient. Also the hospital environment is one that respects some very unhealthy character qualitys, ie. acting as if you know when you do not. Always being in complete control etc. you are patted and given reasons for behavior that is not necessarily healthy. You should have an intro class explaining the field and what a hospital setting is really like.

Very good nursing program! Excellent faculty! This program prepared me better than many nurses coming from a four-year Bachelor's program. I was very pleased with PVCC and enjoyed attending the school. As far as I am concerned you all don't need any improvement!

Make it easier for students out of the service area to be accepted to the nursing program. We need nurses.

## CURRICULUM (COMPUTER SCIENCE)

Although I am not attending school part/full time, I am taking a programming course through the Continuing Ed program at UVA which is Pascal. Plus I've taken other classes of different software packages at work pertaining to programming. Because of my background from PVCC (especially co-op) and these classes I've recently taken, I'm sure I can get a programming job which is very hard because everyone wants a 4-year degree.

Offer more assembler type classes.

I feel that Basic and Pascal in the computer programming degree program should be mandatory to complete beginning and advance course. There needs to be another instructor to teach Database Management. A course in Data Entry skills should also be included because this is usually the first step that 90% of the graduates with the AAS in Computer Programming get jobs.

The third quarter of computer science would have been more helpful if it had been an extension of the first two quarters rather than an introduction to FORTRAN.

## CURRICULUM (BUSINESS/ACCOUNTING)

Most of the books used in business classes are too elementary for college level courses.

More PSI classes should be available for adults in particular--the accounting program is excellent and could be applied in 95% of the classes I took. I believe you tend to learn more through PSI than the classroom study, because you tend to cover the material more thoroughly by yourself, not relying on someone else's knowledge to get you through the material.

I would be interested in taking your Cont. Accounting class if it were made available in either the Fall or Spring quarter. It's always scheduled for the Winter quarter.

## CURRICULUM (FINE ARTS)

Offer more art classes and craft classes.

I found Piedmont College an excellent school. Students and teachers are very friendly and helpful. The Art Department is superior. My program in Art and Craft production is helping me a lot in my Business (Fiber Art).

## CURRICULUM (OTHER)

I think that it's great that Piedmont and UVA together offered the Secretarial/Clerical courses. It gives lower paid employees an opportunity to further their education.

Your Women Studies are absolutely horrendous. The class gets mired down in why society is so unfair to women, and doesn't offer suggestions on how to improve the situation-they tend to be "misery loves company" gripe sessions.

Unfortunately, most Law Enforcement agencies in central Virginia place no value on a college education. [To] most sheriffs in Virginia, any employee with a college education is so often seen as a threat. While I know this may seem rather harsh, I KNOW PVCC has increased my job awareness as well as performance. I think PVCC should solicit more input from Law Enforcement graduates.

I attended UVA in the late sixties seeking a four-year degree in engineering. I found PVCC to be an environment much more conducive to learning than UVA. I realize that I was probably more receptive to working toward my education later in life when attending PVCC but I must also credit the math and engineering departments with stressing the practical aspects of their particular disciplines. Much credit goes to my Calculus teacher for making math so interesting.



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